



## Thursday, December 1, 2022 AGENDA

Regular Business Meeting – 7:00 PM  
SAU 106 Boardroom

Christopher K. Kellan, Superintendent  
Brian Boyle, Chair  
Kristin Savage, Vice Chair

1. 7:00 PM Call to Order – Chair
2. Roll Call – Clerk
3. Pledge of Allegiance
4. Approval of Minutes
5. Delegates and Individuals
6. Student Representative
7. Current Business
  - a. 7:05 PM First Read: Program of Studies – ACTION
  - b. 7:10 PM NESDEC Enrollment Reports – INFORMATIONAL
  - c. 7:15 PM Goals: High School and Music Department – INFORMATIONAL
  - d. 7:45 PM Draft 2023-2024 School Calendar – INFORMATIONAL
  - e. 7:50 PM Policies – ACTION
  - f. 7:55 PM Transportation Contract – ACTION
  - g. 8:20 PM Proposed & Default Budget – INFORMATIONAL/ACTION
  - h. 9:20 PM Warrant Articles – INFORMATIONAL
8. 9:35 PM Administrator’s Report
9. 9:40 PM Personnel Report
10. 9:45 PM Committee Reports/Reports of the School Board
11. Correspondence Folder
12. Vendor and Payroll Registers
13. 9:50 PM Other Business
14. Nonpublic Session
15. Future Dates

DATE	TIME	LOCATION	TYPE OF MEETING
December 15	7:00 PM	Performing Arts Center	Regular Business
January 5	7:00 PM	SAU Boardroom	Regular Business



**1-3. Open Meeting**

**4. Approval of Minutes** (2 sets: November 17<sup>th</sup> regular business meeting and November 17<sup>th</sup> nonpublic meeting)

**5. Delegates and Individuals**

**6. Student Representative** (Matthew LaBelle to present)

**7. Current Business**

**a. First Read: Program of Studies**

Motion to act on the first read of the Program of Studies submitted by Mr. Pedersen.

**b. NESDEC Enrollment Reports**

Review the 2022-23 enrollment projection reports which includes separate reports by town and a consolidated report for TRSD.

**c. Goals: High School and Music Department**

Mr. Kellan to present TRSD's goals along with Mr. Schweiss and Mr. Vaccarezza's school's/program's goals.

**d. Draft of 2023-2024 School Calendar**

Review the draft school calendar which includes prospective dates for early releases and professional development days for the 2023-2024 school year.

**e. Policies**

Motion to act on the second read/adoption of policies DJE and KF.

**f. Transportation Contract**

The Transportation Committee to present their recommendation of awarding First Student as the district's transportation carrier.

**g. Proposed and Default Budget**

Mrs. Watkins to present the proposed and default budgets for the FY 2024.

**h. Warrant Articles**

Review the draft warrant articles which includes two amendments: the TAU's CBA costs (Article 5) and an additional warrant article (Article 13).

**8. Administrators' Report**

Mr. Krieger and Mr. Kellan to present.

**9. Personnel Report**

**10. Committee Reports/Reports of the School Board**

**11. Correspondence** – All correspondence is now forwarded to board members as it comes in.

**12. Vendor and Payroll Registers** – please be sure to review and sign electronically vendor and payroll registers.

**13. Other Business** – Board members to provide agenda items for future meeting consideration.

**14. Nonpublic Session** – If needed.

**15. Future Dates** – As indicated.

# DRAFT-NOT APPROVED

Note: When feasible, TRSB meetings are videotaped. These meeting minutes reflect only a basic summary of the meeting topics, discussion, and action. The Vimeo recording of this meeting can be viewed at: <https://vimeo.com/trsd>  
Materials presented at the board meeting may be viewed at: [School Board Meeting Agenda Materials](#)

## Timberlane Regional School Board Meeting Minutes

**Regular Board Meeting**  
**November 17, 2022**  
**7:00 PM**

**Superintendent's Office**  
**30 Greenough Road**  
**Plaistow, NH**

### Call to Order

Vice-Chair Savage opened the November 17, 2022 Timberlane Regional School Board meeting at 7:02 PM; this was followed by roll call and the Pledge of Allegiance.

### Board Members Present

Brian Boyle, Sheila Lowes, Kim McCormick, Kristin Savage, Kim Farah, Shauna Manthorn, Katie Knutsen, Michael Boucher. Excused absence: Mark Sherwood

### Seated at the Board Table

Christopher Kellan, Superintendent of Schools  
Justin Krieger, Assistant Superintendent  
Matthew LaBelle, Student Representative

### Administrators Present

Maria Watkins, CFO/Business Administrator  
Karl Ingoldsby, Director of Plant Operations  
Mark Pedersen, Director of Secondary Curriculum

## APPROVAL OF MINUTES

**MOTION: Mrs. Knutsen motioned to approve the November 3, 2022 meeting minutes; seconded by Mrs. Manthorn Motion passed 5-0-3 (Mr. Boyle, Dr. Farah, Mrs. Lowes abstained)**

## DELEGATES AND INDIVIDUALS

Laurie Herchenroder of Plaistow spoke on the importance of paras and described their responsibilities. She urged the Board to move forward with a fair contract to the community.

The Honorable Representative Deb Desimone of Atkinson addressed the Board on behalf of her constituents. She explained she is very plagued by the amount of phone calls she received a couple of weeks ago. These were calls from parents regarding a dance that was to take place October 27, 2022. This dance was put on by the LBGTQ community and applied for by the GSA group. The parents were told there would be no Homecoming dance because they didn't apply for that evening prior to the LBGTQ kids. She asked the Board what they will do in the future to stop this from happening. Mrs.

## **DRAFT-NOT APPROVED**

Savage thanked her for her comments but explained the Board does not respond to comments during Delegates and Individuals forum.

Laura Ross of Sandown spoke in support of the Timberlane staff and urged the Board to support the family of Timberlane and give them what they need and come together to come up with a solution.

Catherine Lindblad of Plaistow spoke in support of her colleagues to address the fact they are working without a contract.

Coral Hampe of Danville shared some comments from District staff as to why they love working at Timberlane and hope they strive for a fair contract.

### **STUDENT REPRESENTATIVE**

Matthew LaBelle provided highlights of events occurring in all schools. All the elementary schools were visited by an author over the past few weeks. The high school is hosting a gingerbread house making party on December 6<sup>th</sup>. They had a Veterans celebration on November 8<sup>th</sup>. Raffle baskets are being collected now until December 18<sup>th</sup>. Project Hope is gearing up for a fashion show and they are looking for donations. Timberlane is hosting the semi-final football game on November 18<sup>th</sup> against Bedford. He provided an update on the various teams. NHS is having a month of thankfulness during November. Atkinson Academy is celebrating Kindness Week this week. Voting for NH Kid Governor ends November 15<sup>th</sup>. Pollard PTA is hosting their annual holiday party on December 2<sup>nd</sup> and December 3<sup>rd</sup>. They are also hosting their annual Pancake breakfast on December 3<sup>rd</sup> and December 8<sup>th</sup>.

Mrs. Lowes asked to have something put up on our community board about the need for donations for the Project Hope Fashion Show.

### **CURRENT BUSINESS**

#### **a. Second Read of High School Curriculum Units**

Mark Pedersen, Director of Secondary Curriculum addressed the Board. He is looking to the Board to adopt both of these packets as curriculum documents to get accepted and made official. The two TRHS courses are Studies in Women's Health and Wellness; and Probability, Statistics, and Trigonometry.

**MOTION: Dr. Farah motioned to approve and adopt as the second read. Seconded by Mrs. Lowes. Motion passed 8-0-0**

#### **b. First Read of Policies**

The Board reviewed Policy DJE Bidding Requirements. Mrs. Watkins explained they are requesting the amount of \$10,000 be increased to \$50,000 regarding the requirement to get written competitive bids on purchases of supplies, materials, equipment, and contractual services. Mrs. Lowes questioned why we are raising the bidding requirements from \$10,000 to \$50,000. Mrs. Watkins explained that \$10,000 is not enough. It was also suggested to increase the amount of purchases from \$5,000 to \$10,000 for the requirement to get at least three competitive documented quotes for the open market.

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**MOTION: Mrs. Lowes motioned to accept Policy DJE as amended for the First Read. Seconded by Mrs. McCormick. Motion passed 8-0-0**

The Board reviewed Policy KF Use of School Buildings and Facilities. Mrs. Lowes explained the facilities are not under us and that is part of the superintendent's job. She doesn't think this should come to us because that is day to day operations for him.

**MOTION: Mrs. Farah motioned to accept Policy KF for the First Read. Seconded by Mrs. Lowes. Motion passed 8-0-0**

**c. Online Safety Training**

A motion is being requested to subscribe to the Navigate 360 online safety training platform submitted by Mr. Kellan. He described Navigate 360 to the Board. This will provide instructional materials and resources to our staff to be used to support student learning at developmentally appropriate levels. The cost is \$9,400.00 for a 36-month subscription. This new expenditure will come from the Professional Services line.

**MOTION: Mrs. Lowes motioned to enter into a contract with Navigate 360. This contract will include the resources from November 30, 2022 and end on 11/29/2025 at the cost of \$9,400.00. Seconded by Mrs. Knutsen. Motion passed 8-0-0**

**d. Transportation Contract**

Mr. Kellan informed the Board the Transportation Committee has met and reviewed the proposals from First Student for the 29 regular education busses and on the in and out of district special education busses. The only other bidder for in and out of district special education busses was Durham School Services who we already have. He stated the Transportation Committee reviewed the proposals and discussed the current level of services with the providers. First Student said they would match Durham's special education in district and out of district price for the first year and for the second and third year, they would want an increase of 3.5%. Currently, Durham's proposal is asking for an increase of 3% in the second and third year.

The Board discussed the level of services that could be expected from First Student and Durham. It was explained that Durham doesn't have the same level of resource pool as First Student. Mr. Kellan informed the Board of the penalty clause in the contracts. After further discussion, the Board requested a fine-tuned summary sheet between the two different proposals and a recommendation from the Transportation Committee. Mrs. Watkins said she could provide that information to the Board for the next meeting.

**e. Facilities Update**

Mr. Ingoldsby provided a document for the Board that included a list of outstanding approved projects. The Board reviewed the list with Mr. Ingoldsby. Discussion and questions on some of the projects ensued as the Board went through the list. Mr. Ingoldsby gave updates on the projects. These projects are District Wide Re-keying and Door Locking Hardware Replacement, Timberlane Regional Middle School Boiler replacement, school window replacement and HVAC

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replacement. HS and MS building automation systems server failure/upgrade, High School/Performing Arts Center Sprinkler Water Supply Leak, lead in drinking water, paving repairs, and HS Server room mini-split replacement. He informed the Board they received \$26,190 from the State Agency Auction for the vehicles that were replaced.

f. **Request for Additional Maintenance Employees**

Mr. Ingoldsby discussed the need for two additional maintenance technicians. He explained the current staffing of three maintenance technicians for 620,000 s.f. of facility is too much for three maintenance guys. Mr. Ingoldsby explained the method used in determining the standards for the number of maintenance personnel according to square footage and informed the Board of the amount of work his current maintenance technicians are doing. He is requesting two additional maintenance technicians for next year. He provided justification for his request. Mrs. Watkins will provide the cost associated with hiring two additional staff for the next Board meeting. Mr. Boucher also requested that the cost of hiring an additional third maintenance technician be included. It was the consensus of the Board that this request is warranted and to move forward with receiving the cost for these additional technicians.

Mrs. Watkins informed the Board she will be going to the Budget Committee before the next school board meeting and will let the Budget Committee put a number in there for the two additional staff for the next Board meeting.

g. **CIP Recommendations**

Dr. Farah briefed the Board on what was done at the last CIP meeting. EEI did an evaluation of the buildings and found there are issues with the concrete walls. A feasibility study will need to be done. They are moving forward \$1 million into the budget for next year and asked if the Board was in agreement with approving this CIP priority plan for this year and into the proposed budget. Dr. Farah read aloud the list of CIP projects and provided a detailed explanation for each. Dr. Farah met with EEI and they are struggling because they need to know if we are looking to build a new middle and high school or looking to renovate and repair our existing facilities. She said the Board needs to make a decision on how we are moving forward so we can best determine how we are going to allocate resources and repairs to the buildings. The Board discussed the lease option. It is the recommendation of EEI that we do a 15-year lease for a cost of about \$18 million. There was discussion on whether to do a lease or put forward a new high school and middle school. Dr. Farah suggested forming a Building Committee to work with EEI. Their charge would be to look at either renovating vs. building new, as well as, other options. She asked for a consensus from the Board.

Mr. Ingoldsby spoke in favor of the lease.

Dr. Farah said they would need a warrant drafted for the lease and to have EEI give us more concrete numbers and to look at the total cost of the lease. Then EEI can make a presentation to the Board and move it forward.

It was the consensus of the Board to accept the projects listed on the CIP and are what we are moving forward with this year and get it into the proposed budget.

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Dr. Farah also reviewed the Alternate Projects that are being considered and suggested putting the roof into the warrant and take the money from the Capital Reserve Fund. The Board was in agreement.

### **h. Warrant Articles**

Dr. Farah discussed Article 20 which is the high school roof. Mrs. Watkins will get confirmation from EEI on the dollar amount. She will contact Legal regarding the drafting of the warrant article for the lease and will provide a draft at the next meeting.

Mrs. Lowes asked about the default budget because it needs to be dealt with. Mrs. Watkins said she is waiting on the transportation dollar amount. She is looking at a 6% increase to the default budget and explained the reasons for the increase. Mrs. Watkins informed the Board health insurance is projected to increase 10.8%. Mrs. Lowes requested that Mrs. Watkins provide the Board with the default budget including all the changes. Mrs. Watkins stated she will do that.

### **i. Reorganization of School Board**

Mrs. Savage discussed the vacancy on the Board for a Chairperson. She cannot devote the time necessary for the position of Chairman, however, she has agreed to remain as Vice Chairman. She recommends Mr. Boyle for Chairman. The Board discussed this and Mr. Boyle said he would agree to be Chairman.

**MOTION: Mrs. Savage motioned to nominate Brian Boyle as Chairman for the remainder of this term until the next election in March. Seconded by Mrs. Manthorn. Motion passed 6-1-1 (Mrs. McCormick abstained; Mr. Boucher opposed)**

The Board reviewed the committee assignments and it was agreed to leave it as it is.

### **ADMINISTRATORS' REPORT**

Mr. Krieger gave the Board an update on the Strategic Planning Committee and the timeline. At the last meeting, they defined four target buckets and will be breaking into smaller groups. The goal is to get a draft to the Board in April. They are focusing on the learning environments, personnel, learning, and community connections and communications. He shared some observations with the Board from Pollard School on how they celebrate student's birthdays. He also visited Sandown North and talked about what they are working on in the 5<sup>th</sup> Grade PLC and strategies and instructional places.

Mr. Kellan is continuing to work with local agencies and developing partnerships. They met with CLM last week and shared information from that meeting with the Board. This weekend we have a number of students who will audition for the NH Guitar All States. The Heroes Wall was a very moving ceremony. He enjoyed time at the Vic Geary Center with the 10 high school students. This was a student led activity and it was well attended. He spent time in the Middle School and spoke of the Thanksgiving lunch and visited different middle school classrooms and talked about the projects and classroom activities in the school.

### **PERSONNEL REPORT**

The Special Education Survey was reviewed by the Board. Mr. Kellan said it is ready to go out and said it can go out as early as November 21, 2022 and stay up through December 12, 2022.

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## COMMITTEE REPORTS

Mr. Boucher had no further committee reports other than Strategic Planning Committee. Mr. Boyle had no committee reports to present. Mrs. Knutsen said the Personnel Committee won't be meeting again until January. Mrs. Manthorn said the Policy Committee will meet on December 1, 2022 and the Wellness Committee will meet in January. Mrs. McCormick had no committee reports to present. Mr. Boyle informed the Board they have come to terms with the Administrators union and have an agreement. Mrs. Lowes had no committee reports.

## CORRESPONDENCE

No correspondence

## VENDOR AND PAYROLL REGISTERS

No Vendor and Payroll registers

## OTHER BUSINESS

The NHDOE Commissioner will be coming before the Board to discuss the Voucher Program. The Budget Committee asked to have a joint meeting with the School Board. Mrs. Watkins stated the proposed budget will be going to the Budget Committee on November 29<sup>th</sup>. The proposed budget and default budget will come before the Board on December 1, 2022.

Mrs. Savage requested they enter into a non-public session under RSA 91-A:3, Paragraph II (c) at 9:14 PM. Mrs. Savage advised this will conclude the public portion of the meeting and they will only come back into public session to seal the minutes.

Mrs. Savage gave a shout out to the football team and the coaching staff. The semi-final game is available on YouTube.

**MOTION: Dr. Farah motioned to enter non-public under 91-A:3, Paragraph II (c) Matters which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of the public body itself, unless such person requests an open meeting. This exemption shall extend to any application for assistance or tax abatement or waiver of a fee, fine, or other levy, if based on inability to pay or poverty of the applicant. Seconded by Mrs. Manthorn. Motion passed 8-0-0**

The Board was polled:

Boucher – yes Knutsen – yes Manthorn – yes Farah – yes Savage – yes McCormick – yes  
Lowes – yes Boyle – yes

The motion carried 8-0-0 to enter non-public at 9:14 PM.

Respectfully submitted,

Linda Mahoney  
Recording Secretary



# EXECUTIVE SUMMARY

December 1, 2022

## 2023-2024 Program of Studies changes overview

Page	Description of change
Throughout	Annual changes to people, titles, page numbers, grammatical, etc.
30 & 67	From Life Skills I and II at CCP level 0.5 credits → Life skills Daily Living NL 1 credit; Life skills Consumer Math NL 1 credit; Life Skills Career planning NL 0.5 Credits.
24, 34-35	-Name change from 3D/Sculpture → Sculpture -Change in Drawing from ACC → NL and 10-12 → 9-12 -Change Illustration and Cartooning → Cartooning and Animation, change ACC → NL, change 10-12 → 9-12; edit description -Change Traditional Painting Methods from ACC → NL, change 10-12 → 9-12 -Change Photography I → Photography; change ACC → NL; change 10-12 → 9-12; edit description
29, 57	Applied Physical Science- Open to 9 <sup>th</sup> graders.
69-72	World Language minor edits to course descriptions.
32, 73-78	Salem CTE requested changes: Name Change: Digital Graphics Applications 1 & 2 → Graphic Design 1 & 2 with new course descriptions. Name Change: Teacher Prep 1 & 2 → Teacher Education 1 & 2 Prerequisite in Biomedical science I “Integrated Science” → “Current Science course”. Prerequisite in Health Science Technology 1 add “at time of application” Prerequisite in Health Science Technology 2 “NA students are required to have a flu vaccine prior to clinical” → “NA and EMT students are required to have a current covid-19 and influenza vaccine prior to clinical.”

Please note that as stated on page 6: “The TRHS Program of Studies is reviewed and approved each year by the TRHS Administration, the TRSD Administration and the TRSD School Board. The TRHS Program of Studies is printed for distribution to TRHS students in preparation for course selections which occur during the second semester of each school year. For a variety of reasons, the TRHS Program of Studies may undergo revisions after the initial distribution date. **Therefore the online version of the TRHS Program of Studies will be considered the official TRHS Program of Studies.**”

Respectfully submitted,

Mark Pedersen  
Director of Secondary Education  
Timberlane Regional School District

# Timberlane Regional High School



**Program of Studies  
2023-2024**

36 Greenough Road, Plaistow, NH 03865  
[Timberlane.net](http://Timberlane.net)

# A Message for Students

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The Program of Studies is updated yearly to reflect the academic offerings and opportunities available to the students of Timberlane Regional High School. In order to provide flexibility for students meeting their graduation requirements, adjustments and changes have been made to this publication. Timberlane Regional School District is committed to preparing all students with the knowledge and skills to be college and career ready as they successfully transition on to their post secondary experiences.

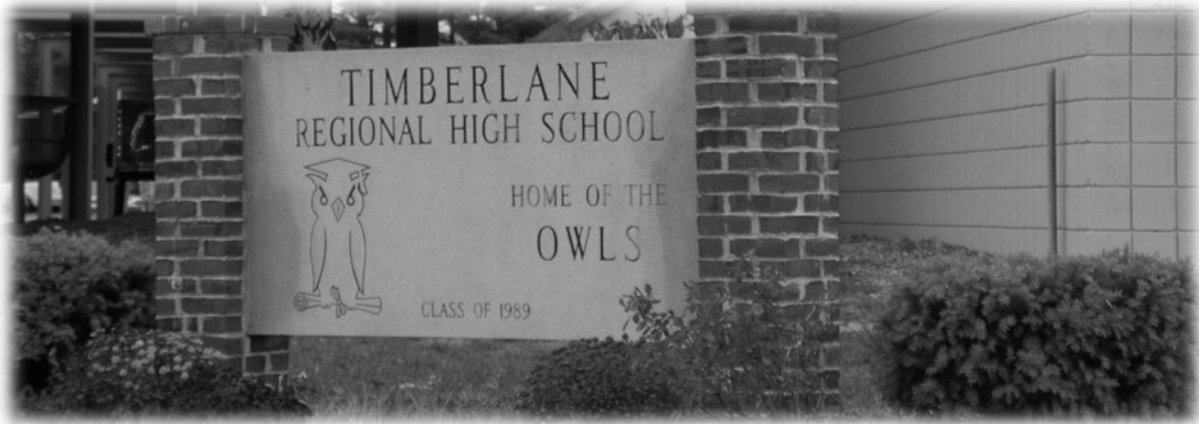
This Program of Studies is a road map for students and families to use on their academic journeys. We recommend that students connect and collaborate with their teachers, school counselors and family members to make decisions that are best fit for each individual. Everyone's journey is unique and should be prepared thoughtfully.

With all of us working together, I am confident that each of you will have a successful academic experience.

John M. Vaccarezza



*It is the policy of the Timberlane Regional School District that there will be no discrimination on the basis of age, gender, race, creed, color, religion, marital status, sexual orientation, national ethnic origin, economic status or disability for employment in, participation in, admission/access to, or operation and administration of any educational program or activity in the School District. See School District Policies AC Nondiscrimination/Equal Opportunity and ACA Nondiscrimination Title IX Grievances.*



## Timberlane Regional School District

### **School Board**

Brian Boyle, Chair	Atkinson
Kristin Savage, Vice Chair	Plaistow
Michael Boucher	Atkinson
Kimberly Farah	Danville
Katie Knutsen	Plaistow
Shelia Lowes	Sandown
Shauna Manthorn	Plaistow
Kim McCormick	Danville
Mark Sherwood	Sandown

### **Administration**

Christopher Kellan	Superintendent of Schools
Justin Krieger	Assistant Superintendent
Sandra Allaire	Executive Director of Curriculum and Professional Learning
Kelly Brooks	Director of Pupil Personnel Services/ Special Education
Kenneth Henderson	Director of Technology
Mark Pedersen	Director of Secondary Education
Angelo Fantasia	Athletics Director
Kurt Schweiss	Director of Music
Ginger Drechsel	Student Services Coordinator

## Timberlane Regional High School

### **Administration**

John Vaccarezza	Principal
Timothy Brown	Assistant Principal
Ashley Harbel	Assistant Principal
Danielle Foley	Assistant Principal
Neal Campbell	Assistant Principal Alternative Programs
Rici Shovein	Special Education Coordinator
Jennifer Puchlopek	Curriculum Coordinator

### **School Counseling**

Maura Maher	Director of School Counseling—Secondary
Alyssa Guilmet	Counselor
Laura Jeffords	Counselor
Sarah Rochefort	Counselor
Kristen Roy	Counselor
Judith Winters	Counselor

# Table of Contents

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<i>A Message for Students from Principal John Vaccarezza</i>	1
<i>Mission Statements</i>	4
<i>General Information</i>	5
<i>Alternative Credit Options</i>	14
<i>New Hampshire Scholars Program</i>	17
<i>NCAA</i>	18
<i>Diploma Planning Worksheet</i>	19
<i>Post-Secondary Education Pathways</i>	20
<i>Mathematics Intensive Credits Options</i>	21
<i>Technology Credit Options</i>	22
<i>Courses Offered at a Glance</i>	23
<i>Art Department</i>	33
<i>Business and Digital Literacy Department</i>	35
<i>Computer Science Department</i>	37
<i>Engineering Department</i>	39
<i>English Department</i>	42
<i>Entertainment Technology Department</i>	46
<i>Family and Consumer Science Department</i>	47
<i>Health &amp; Physical Education Department</i>	48
<i>Industrial Technology Department</i>	49
<i>Mathematics Department</i>	50
<i>Music Department</i>	54
<i>Science Department</i>	56
<i>Social Studies Department</i>	61
<i>Special Education Department</i>	66
<i>Theatre Department</i>	67
<i>World Language Department</i>	68
<i>Career and Technical Education (CTE)</i>	72
<i>Evening Division</i>	81

# Mission Statements

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## Timberlane Regional School District Mission Statement

The mission of the Timberlane Regional School District is to engage all students in challenging and relevant learning opportunities, emphasizing high aspirations and personal growth.

## TRHS Statement of Core Values, Beliefs, and 21st Century Learning Expectations

The Timberlane Regional High School community values and nurtures the academic, personal, creative, and social growth of all students. We uphold rigorous academic standards and promote continuous improvement through curriculum and experiences that foster excellence, cooperation, and responsibility.

### Core Values

Creativity • Responsibility • Respect • Communication • Critical Thinking • Community • Academic Rigor

### Beliefs

- All students have the ability to learn.
- Social interactions, interpersonal relations, and communication with others influence learning.
- Motivation determines, directs, and sustains what students do to learn.
- Personalized instruction and educational opportunities honor students' interests, curiosity, strengths, and contributions.
- Open communication and collaboration among staff, students, parents, and community stakeholders ensure a supportive educational environment.
- Students must learn and apply 21st century skills, such as critical thinking, problem solving, communication, and collaboration.
- Exposure to relevant and challenging curricula fosters lifelong learning through real-life application of knowledge and skills.
- Technology is a tool to support and enhance learning and skill development.

### 21st Century Learning Expectations — Academics

Timberlane students will:

- Read and apply information from a variety of texts.
- Research and gather information effectively.
- Use critical thinking and problem-solving strategies effectively.
- Write effectively for a variety of purposes and audiences.

### 21st Century Learning Expectations — Social and Civics

Timberlane students will:

- Offer their best effort and be involved, contributing citizens at school and in the wider community.
- Work cooperatively and resolve conflicts peacefully.
- Live responsibly and lend a helping hand to those in need.
- Speak and act respectfully to all.

# General Information

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## About the TRHS Program of Studies

The TRHS Program of Studies is reviewed and approved each year by the TRHS Administration, the TRSD Administration and the TRSD School Board. The TRHS Program of Studies is printed for distribution to TRHS students in preparation for course selections which occur during the second semester of each school year. For a variety of reasons, the TRHS Program of Studies may undergo revisions after the initial distribution date. ***Therefore the online version of the TRHS Program of Studies will be considered the official TRHS Program of Studies.***

The TRHS Program of Studies can be found on the TRHS website at <https://www.timberlane.net/hs/>

## Hours of Operation

High School Student Hours	7:20 am — 2:10 pm
High School Office Hours	7:00 am — 3:00 pm
Superintendent's Office Hours	8:30 am — 4:00 pm

## Phone Numbers

High School Main Phone Number	603-382-6541
High School Principal	603-382-6541 ext. 3900
High School Counseling Department	603-382-6541 ext. 3922
Superintendent's Office	603-382-6119

## Course Levels

Each course in the TRHS Program of Studies is accompanied by a level designation according to the depth and rigor of the curriculum for that course. Courses are designed to meet the student's needs and will have one of four designations: Advanced Placement, Accelerated, College & Career Prep, and Non-Leveled.

**Please Note:** *There may be prerequisites and/or recommendations associated with courses.*

**Prerequisites:** Conditions a student must meet in order to enroll in a course.

**Recommendations:** Conditions a student is encouraged to meet in order to enroll and have success in a course.

### **Advanced Placement (AP)**

Courses at the Advanced Placement level are approved by the College Board. These courses are very rigorous with curriculum specifically designed to prepare students for the equivalent AP Exam. Students enrolled in AP courses are required to take the equivalent AP Exam administered in May.

### **Accelerated (ACC)**

Courses at the Accelerated level develop skills at an accelerated pace for students who want experiences that will prepare them for advanced work in a college situation.

For inclusion in accelerated classes all students:

- Must be recommended by current teacher,
- Must be recommended by counselor,
- Are recommended to have earned a final grade of 80% or higher in previous ACC course, or
- Are recommended to have earned a final grade of 90% or higher in previous CCP course, and
- Must be in compliance with any additional selection criteria established.

### **College and Career Preparatory (CCP)**

Courses at the College and Career Preparatory level are to prepare students for college and/or career placement. Students taking CCP courses will be qualified for furthering their education in 1, 2, or 4-year institutions, certificate programs, or immediately entering the workforce.

### **Accelerated (ACC)/College and Career Preparatory (CCP)**

In specific courses, designated by ACC/CCP in the course description, students may choose to take a course at the ACC or CCP level. Students who contract to the ACC level must adhere to the predetermined contract. Students must declare at which level they are taking the class by the 5<sup>th</sup> day of the course.

### **Non-Leveled (NL)**

Non-leveled courses are designed to provide enrichment of a student's program but not affect their cumulative grade point average (GPA). Non-leveled courses will be computed in quarterly grade point averages which are used to determine honor roll status.

## Course Weightings/Honor Roll

The course level designation for each course is used to determine quality points, which determines a student's Grade Point Average (GPA). Students receive both a quarterly GPA and a cumulative GPA. Quarterly GPAs are calculated at the close of each quarter, and are used to determine students' honor roll status.

Students receiving a grade of "D" or "F" in any subject will not be eligible for Honor Roll, regardless of their GPA.

### **Honor Roll Designations:**

**Honors:** GPA = 3.00 to 3.666

**Honors w/Distinction:** GPA = 3.667 and above

Cumulative GPAs are used to determine students' class ranks and are based on completed courses. Cumulative GPAs and class ranks are calculated at the close of Quarter 2 (completion of Semester 1 courses) and the close of Quarter 4 (completion of Semester 2 courses and Year-Long courses). If any students or parents/guardians have questions about GPA and/or Class Rank, they should contact the School Counseling Office.

Grade	CCP	ACC	AP
A +	4.333	4.667	5.000
A	4.000	4.333	4.667
A -	3.667	4.000	4.333
B +	3.333	3.667	4.000
B	3.000	3.333	3.667
B -	2.667	3.000	3.333
C +	2.333	2.667	3.000
C	2.000	2.333	2.667
C -	1.667	2.000	2.333
D +	1.333	1.667	2.000
D	1.000	1.333	1.667
D -	0.667	1.000	1.333
F	0.000	0.000	0.00

## Course Selection Process

The course selection process for Freshman, Sophomores, and Juniors is an eight step process:

1. Class meetings are held in late January or early February with students to discuss the course selection process and new course offerings. Students receive their copy of the TRHS Program of Studies at this time.
2. Students review the TRHS Program of Studies with their parents/guardians.
3. Course Selection Day is held soon after class meetings. Students will receive Online Course Selection Instructions and a Course Selection Worksheet. Teachers will conference with students regarding recommended courses/levels for the following year. Teachers will recommend courses through PowerSchool.
4. Students will have a one week window to register for courses online through PowerSchool. Each student's course requests will be posted on PowerSchool for the student's parents/guardians to review.
5. Students will have individual conferences with their counselor to review their course selections and graduation requirements. Changes can be made at that time if necessary.
6. In April the master schedule is created based on the courses selected by students, teacher availability, and room usage requirements.
7. Individual student schedules are generated and reviewed by counseling staff in May.
8. Student schedules are posted on PowerSchool in August.

**IMPORTANT:** It is standard operating procedure that students consult with their teachers and counselors to review appropriate course placement for the following year.

## Change of Course Requests

Counselors are available on designated days in August for schedule change requests prior to the opening of school. A student asking permission to drop a course should initiate discussions with their parents/guardians, teacher, and counselor. Students are expected to meet with their counselor to explore the pros and cons of the decision. After this meeting, the counselor may arrange a meeting with the student, parent, counselor, teacher, and/or an administrator to discuss potential changes.

There will be no changes to student schedules after the opening of school except under the following conditions:

- The student has been misplaced in a course,
- The student has failed a prerequisite for a course now scheduled,
- The student has a study period and wishes to add a class, or
- There is a major change in the student's plans after graduation.

## Withdrawing from a Course

While not encouraged, students do have the opportunity to withdraw from a course with no academic penalty; however, the timeframe is limited. It is recommended that students wishing to withdraw from a course do so during the first five days of the course. Students must meet with their counselor and receive approval to drop/ withdraw from any course.

As a result of the differences in curriculum, students may not be permitted to move from an AP course to the corresponding course at the accelerated level. Specific details will be available on the AP course syllabi regarding specific guidelines for each content area.

**Students who withdraw from a full year course after the first thirty school days or from a semester course after the first twenty school days will receive a Withdraw-Failure (WF) for the final grade and no credit will be awarded. A Withdraw-Failure is the equivalent of an F for GPA calculations.**

## Transfer of Credits

Students who are transferring academic credit from institutions outside of Timberlane Regional High School will need to provide an official record of all completed course work. Upon receiving an official record, a review of the course work will be conducted and credit and GPA weight will be awarded.

## Auditing Courses

Students who desire to enrich their academic program may request to audit courses. Auditing of required courses, after successful completion of these courses, is acceptable.

To audit a course, a student will adhere to the following requirements:

- Obtain initial approval from the teacher,
- Register through the School Counseling Office,
- Be accountable for all regular classroom attendance, and
- Be accountable for all in-school/out-of-school assignments deemed appropriate by the teacher.

In cases of conflict, the principal will make the final decision.

The classroom teacher will permit the student to take an active part in all classroom activities. Although no formal credit will be given for class audits, the course will be listed on the student's report card and permanent record with the letter "N", and will be recorded each marking period.

An audited course will not be considered to be meeting the minimum standards established for students (required number of courses per year).

## Advanced Placement Program

Advanced Placement (AP) examinations are offered by the College Entrance Examination Board (a non-profit membership organization that provides tests and other educational services for students, schools, and colleges). The AP Program helps schools establish one-year, college level courses for high-achieving students and provides examinations to help colleges judge a candidate's qualifications for advanced placement and college credit. These are rigorous courses that require extra diligence and responsibility by students.

To be eligible for college credit, students must take the AP examination given in mid-May. All students enrolled in an AP class are required to take the AP exam. Students should review the advanced placement policies of the colleges in which they are interested in attending to determine how those schools apply the AP test results.

## Early College Credit: Concurrent Enrollment, Dual Enrollment, Running Start

Students at Timberlane Regional High School have the opportunity to earn early college credit in conjunction with local colleges and universities. Students who successfully complete specified courses may have the opportunity to earn high school and college credit. To earn college credit, students must complete all requirements set forth by the partnered college or university which may include an application and course fee. After successful completion, the student is responsible for obtaining the associated college transcript which may be applied to credit at other colleges and universities. A course's early college credit status may be dependent on teacher availability, enrollment numbers, and fees.

## Southern New Hampshire University at TRHS

Southern New Hampshire University's (SNHU) dual enrollment program allows high school students the opportunity to earn early college credits while in high school. At Timberlane Regional High School, designated courses have been aligned to meet the same content, rigor and learning outcomes as that of SNHU. The high school teachers instructing these courses meet the SNHU adjunct faculty requirements and have been approved by SNHU. **Students will have the opportunity to take advantage of the dual credit opportunities at the beginning of the courses by completing an application and submitting the course registration fee for each class.** Once the registration period closes, students will not be allowed to register for college credit. Since these courses are college courses, grades earned while enrolled in the course are recorded on a SNHU transcript. Portability and transferability of credits rests solely with individual colleges and universities as they have varying policies on accepting transfer credits; thus, it is the student's responsibility to consult with higher educational institutions to determine whether the SNHU course(s) can be transferred.

# Early College Program – Dual Enrollment at Northern Essex CC

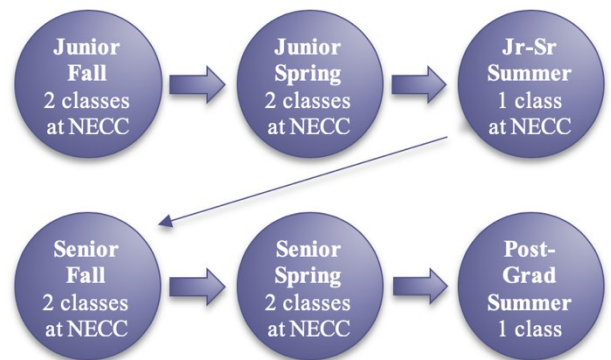


Early College, also known as Dual Enrollment, allows a student to take advantage of college classes on the college campus while still enrolled in high school. Students are able to earn high school and college credits simultaneously. There are many reasons why a student might want to take advantage of this opportunity.

- Get a jump start on your college education while saving a significant amount of money
- Take classes that your high school may not offer
- Explore a variety of career paths
- Experience college while still having the ‘safety net’ of high school
- Meet students from other high schools who are equally motivated to move forward in their education

The Early College approach is based on the principle that challenging academics, combined with the opportunity to save time and money, is a powerful motivator for students to work hard and meet rigorous intellectual challenges. The Timberlane/ NECC Early College program blends high school and college in a rigorous, yet supportive program that introduces a variety of career related activities in a student’s intended field. Should students choose to matriculate at NECC, it would take them less than two years to earn an Associate Degree. The credits in this program are transferable to any public college or university in Massachusetts, and many others in New England and beyond.

Timberlane Regional High School will offer students the opportunity to complete their first year of an Associate Degree from Northern Essex Community College for a reduced fee at the college campus. Students will have access to all NECC campus resources including the library, tutoring center and gym. Students will be able to experience high school and college while exploring career options all at the same time.



In this program, Timberlane students are also NECC students. Both institutions are committed to our students’ successful completion of both a high school diploma and the beginning of their Associate Degree. Fall 2023 courses are offered at a reduced rate to be determined closer to the start of the class. Students can take advantage of Early College classes at NECC during the summer at the same early college rate.

Current supports for students include:

- Dedicated college advisors who work with the students to promote collaboration between student, faculty and Timberlane
- NECC tutors from the academic support center for several NECC courses
- Access to college resource
- Ongoing support from Timberlane and NECC staff

In order to be eligible for the Early College program students must demonstrate the ability to do college level work and meet college level expectations. Therefore, students must:

- Be passing all of their core academic classes with a C or better
- Be in attendance 85% of the time to TRHS

See the following page for the various pathways available to Timberlane students at NECC.

## Early College Pathways

<b>Criminal Justice</b>			
	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
<b>Year1</b>	English Composition I Psychology	English Composition 2 Criminal Justice	Sociology
<b>Year 2</b>	Math Elective Criminology	Math Elective Computer Applications	Communications/ Public Speaking
Optional: Humanities or Science (see your Advisor for information)			

<b>Education</b>			
	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
<b>Year1</b>	English Composition I Psychology	English Composition 2 US History	Sociology Creative Experience
<b>Year 2</b>	Math Elective Intro to Teaching	Math Elective Computer Applications	Communications/ Public Speaking
Optional: Humanities or Science (see your Advisor for information)			

<b>Healthcare</b>			
	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
<b>Year1</b>	English Composition I Psychology	English Composition 2 Intro to Healthcare	Intro to Creative Experience
<b>Year 2</b>	Math Elective Human Biology	Math Elective Chemistry	Communications/ Public Speaking
Optional: Humanities or Science (see your Advisor for information)			

<b>Business</b>			
	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
<b>Year1</b>	English Composition I Psychology	English Composition 2 Intro to Business	Sociology
<b>Year 2</b>	Math Elective Microeconomics	Math Elective Macroeconomics	Communications/ Public Speaking
Optional: Humanities or Science (see your Advisor for information)			

<b>STEM</b>			
	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
<b>Year1</b>	English Composition I Math Elective	English Composition 2 Math Elective or Intro to Chemistry	Intro to Ethics or Technical Writing
<b>Year 2</b>	Math Elective General Chemistry	Math Elective Computer Apps or a Lab Science	Communications/ Public Speaking
Optional: Humanities or Science (see your Advisor for information)			

Full course descriptions may be found in the NECC Course Catalogue at: [2022-2023 Academic Catalog](#)

## Credit Recovery Options

Credit recovery is available for students who fail a quarter of a course at TRHS, but **credit recovery is not available for all courses**. Using Edgenuity, an online educational program, students may recover credit for the prior quarter by completing all outlined modules that connect to the competencies that students previously failed to master. Ideally, students will have access to the Edgenuity system one period per day; however, students may work on modules at home or at other outside locations.

In general, a passing grade is determined by passing the “Mastery Assessment” at the end of a particular module. These “Mastery Assessment” tools are post-tests, and **MAY** be re-taken; Pre-tests (“Inventory Assessments”) **MAY NOT** be re-taken. The passing grade for each module will be determined by the standards set by the Edgenuity program. Passing grades typically are 80%. Students who successfully use Edgenuity to recover a failing quarter will have that quarter’s *percentage* grade changed to 60%. The *quarter* grade will appear as a “D-” on the student’s report card and transcript. The final grade for *the course* will be calculated using the 60% grade. All recovery **MUST** be completed by the close of the following marking period.

## Excel Study Program

The Excel Study Program addresses the needs of those students who, for various reasons, need a more structured study environment. The program has a tutorial advisor who monitors the student’s study time in a smaller class environment. Students may receive additional assistance in the areas of organizational skills development and study skills relevant to their success as a high school student. Additional monitoring will take place with weekly progress reports and monthly conferences with the school counselor. Placement in the Excel Study Program is done through the high school counselors only.

## Learning Center

Students may receive their specially designed instruction in a special education setting such as in a learning center. Special Education case coordinators will focus on the goals outlined in the student’s individual educational program as determined by the IEP team.

Learning centers are NOT credit bearing, nor is there a curriculum associated with the scheduled learning center placement. Placement in learning center is done through the special education team.

# Alternative Credit Options

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Credit may be earned through alternative methods outside of regular classroom-based instruction offered by the district schools. Awarding of credits to be applied toward high school graduation will be determined by the building principal or designee, and will be granted only if the request fulfills the following:

- The request is submitted with a plan to achieve competency that meets or exceeds the rigorous academic standards required by the school for students enrolled in a credit course offered by the school.
- The plan includes clear expectations for performance.
- The plan includes clearly defined methods and expectations for assessment.
- Verification of the plan's merit can be evaluated in a timely fashion and does not cause unnecessary burden of the resources of the administration.
- The student demonstrates mastery of the competencies per board policy.

**All students who wish to pursue an alternative credit option must receive prior approval through the School Counseling Department before beginning the alternative credit option.**

## Extended Learning Opportunities

The purpose of extended learning opportunities (ELO) is to provide educational experiences that are meaningful and relevant, and that provide students with opportunities to explore and achieve at high levels. Extended learning opportunities may include, but are not limited to, independent study, private instruction, performing groups, internships, community service, apprenticeships, online education, or other opportunities approved by the Superintendent or his/her designee, in conjunction with Board policies.

All programs of study must meet or exceed the proficiencies and skills identified by the New Hampshire State Board of Education, applicable rules and regulations of the Department of Education, all applicable Board policies, and TRSD competencies as outlined by approved curriculum documents. All programs of study proposed through this program shall have specific instructional objectives aligned with the State minimum standards and District curriculum standards. All extended learning opportunities will comply with applicable laws and regulations, including child labor laws and regulations governing occupational safety.

Students wishing to pursue programs of study under these guidelines must first present their proposal to the school's ELO coordinator(s) for approval. The name and contact information for the school's ELO coordinator(s) will be found in the Student/Parent Handbook or by contacting the Principal's office or the School Counseling Department. The designated ELO coordinator will assist students in preparing the application form and other necessary paperwork.

## Independent Study

Students who desire to pursue individual interests that are not offered in the Timberlane Regional High School curriculum may opt to contract for an independent study program. Circumstances may also warrant that a student pursue regular school subjects on an independent basis. The Independent Study Program fulfills such needs. Students must use the following procedure in order to be accepted into the program:

- The student enlists a faculty sponsor that will assist in developing the independent study proposal.
- The student presents the proposal to the department chairperson/coordinator for approval and/or adjustments.
- The student presents the proposal to their counselor and the Director of School Counseling for approval and/or adjustments.
- The student will present the proposal to the student's parent/guardian for approval.
- The student meets with the assigned administrator for final approval.
- The student completes and submits the necessary paperwork provided by the school counseling department.

## Internships

The Internship Program is an opportunity for students to gain first-hand knowledge about one or more career paths that they may be planning to pursue. It allows them to learn what skills are used in a particular profession, what other preparation (college and/or training) may be needed, and how what they are learning in the classroom relates to an actual workplace. Participating in an internship may help students gain full-time employment after graduation, or improve their chances for college admission. In some college programs, an internship is in fact required for admission. Internships may be paid or unpaid, and are available to juniors and seniors.

Internships are open to students who:

- Submit an application giving the reasons for seeking the internship, identifying the proposed internship site, and outlining the process for initiating and completing the internship.
- Are enrolled in at least five full-time classes for the current quarter—the internship may count as one of the five courses.
- Have no suspensions or other disciplinary adjustments in the previous quarter.
- Have the application approved by the student's parent, his/her counselor, and the Director of School Counseling.
- Communicate with the Internship Coordinator a minimum of once every two weeks to review the student's progress in the internship.
- Agree to notify the Director of School Counseling and their counselor when the internship has been completed, or if it has been terminated for any reason.

The student will be awarded one-half credit (based on a total of at least 75 hours on the internship site), or one full credit (based on a minimum 150 hours on-site). In order for credit to be awarded for an Independent Study Internship, the student must fulfill all of these requirements:

- Maintain regular attendance at his/her internship site for a minimum of one semester.
- Attend required meetings with the coordinator.
- Keep a log of internship activities and hours to be reviewed periodically by the coordinator.
- Submit a portfolio which summarizes and demonstrates the learning, career information, and value the student has acquired from the internship.
- Present the portfolio in a scheduled meeting.

## Online Coursework

Timberlane Regional High School students who wish to enroll and transfer online coursework credit are required to meet with their counselor for pre-approval. Students must be granted authorization prior to their enrollment. Students must complete an approval form and receive prior authorization from their counselor. Credit and GPA weight for online courses will be determined during the pre-approval process.

Credit for an online course will not be granted until an official record of the final grade has been received by the TRHS registrar. It is the responsibility of the student to request the grade be sent to the registrar. The student's official school transcript will document that the course was taken online. The numerical grade earned will be transferred and converted to the equivalent letter grade in the TRHS grading system.

# New Hampshire Scholars Program

New Hampshire Scholars is part of the State Scholars Initiative, a national program that uses business leaders to motivate students, beginning in Grade 8, to complete a rigorous course of study in high school – one that will give them a boost in college and careers.

New Hampshire Scholars encourages and motivates all high school students to complete a rigorous course of study that prepares them for successful transition to college coursework or technical training necessary to enter today’s competitive job market.

New Hampshire Scholars gives students an edge – one that’s of real value to them, the schools they attend, the companies they work for, and the communities where they live.

Parents and students who would like more information about the New Hampshire Scholars are encouraged to visit the New Hampshire Scholars website, [www.nhscholars.org](http://www.nhscholars.org).

<h2>NH Scholars Core Curriculum</h2>	<h2>NH Scholars w/STEM Emphasis</h2>	<h2>NH Scholars w/Arts Emphasis</h2>
<ul style="list-style-type: none"> <li>• <b>4 Credits of English</b> (English I, World Literature/World Studies, American Literature/American Studies/AP Language, and 1 additional credit)</li> <li>• <b>4 Credits of Mathematics</b> (Algebra I, Geometry, Algebra II, and 1 additional credit)</li> <li>• <b>3 Credits of Lab-Science</b> (Biology, Chemistry, and Physics recommended)</li> <li>• <b>3.5 Credits of Social Studies</b> (Studies in Civics and Economics, World History/World Studies/AP World History, US History/American Studies/AP US History, and an additional 0.5 credit)</li> <li>• <b>2 Credits of World Language</b> (French or Spanish)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>4 Credits of English</b> (English I, World Literature/World Studies, American Literature/American Studies/AP Language, and 1 additional credit)</li> <li>• <b>4 Credits of Mathematics</b> (Algebra I, Geometry, Algebra II, and 1 additional credit)</li> <li>• <b>4 Credits of Science/Engineering</b> (Biology, Chemistry, and Physics required with 1 additional credit)</li> <li>• <b>3.5 Credits of Social Studies</b> (Studies in Civics and Economics, World History/World Studies/AP World History, US History/American Studies/AP US History, and an additional 0.5 credit)</li> <li>• <b>2 Credits of World Language</b> (French or Spanish)</li> <li>• <b>1 credit of STEM</b> (Computer Science, Engineering, or Digital Literacy course)</li> <li>• <b>3.2/4.0 minimum GPA</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>4 Credits of English</b> (English I, World Literature/World Studies, American Literature/American Studies/AP Language, and 1 additional credit)</li> <li>• <b>4 Credits of Mathematics</b> (Algebra I, Geometry, Algebra II, and 1 additional credit)</li> <li>• <b>3 Credits of Lab-Science</b> (Biology, Chemistry, and Physics recommended)</li> <li>• <b>3.5 Credits of Social Studies</b> (Studies in Civics and Economics, World History/World Studies/AP World History, US History/American Studies/AP US History, and an additional 0.5 credit)</li> <li>• <b>2 Credits of World Language</b> (French or Spanish)</li> <li>• <b>2 Credits of Arts</b> (Art, Music, and/or Theatre courses)</li> <li>• <b>3.2/4.0 minimum GPA</b></li> </ul>

## Are College Athletics in your future?

Athletes considering participating in intercollegiate athletics in any Division I or Division II college program must register with the National Collegiate Athletic Association (NCAA) and meet certain requirements regarding the scope and rigor of their academic program (among other requirements). Courses approved by the NCAA at the time of the publication of the TRHS Program of Studies are noted with the NCAA's circular logo. Students should see their counselor or the Athletic Director for more information.

Students and parents/guardians can read and download a guide for Student Athletes at [www.ncaa.org/student-athletes](http://www.ncaa.org/student-athletes), or visit the eligibility center website: <https://web3.ncaa.org/ecwr3/>



# Diploma Planning Worksheet

If you are interested in meeting the requirements of the NH Scholar program, see page 18 for additional requirements or consult your counselor.

Program Area				Standard	Technical	Scholastic
<b>Fine Arts</b> ( <i>art, music, or theatre</i> )						
0.5 Credit Elective						
0.5 Credit Elective						
<b>Digital Literacy</b> ( <i>see page 23 for approved courses</i> )						
0.5 Credit Elective						
<b>English</b>						
English I						
World Literature / World Studies						
American Literature / American Studies						
1 Credit Senior Electives						
<b>Mathematics</b> ( <i>students need to be enrolled in a math intensive course each year, see page 19 for approved courses</i> )						
Algebra I						
1 Credit Geometry or other Math					Applied or Geometry	Geometry Required
1 Credit Algebra II or other Math					Part I or Algebra II	Algebra II Required
<b>Mathematics or Science (one additional credit in either)</b>						
<b>Science</b>						
Physical Science						
Biology						
1 Credit Elective						Chemistry    Physics
<b>Social Studies</b>						
Studies in Civics and Economics						
World History / World Studies						
American History / American Studies						
<b>World Languages</b> ( <i>must all be the same language</i> )						
World Language Year 1						
World Language Year 2						
World Language Year 3						
<b>Health and Physical Education</b>						
Health Education I (0.5 Credit)						
Physical Education (0.5 Credit)						
Physical Education (0.5 Credit )						
PE/ Health II elective (0.5 Credit)						
<b>Technical Courses</b>						
Year One Technical Course						
Year Two Technical Course						
<b>Open Electives</b>				<b>6</b>	<b>1.5 - 3.5</b>	<b>4.5</b>
<b>Total Credits</b>				<b>22</b>	<b>23</b>	<b>25</b>

# Post-Secondary Education Pathways

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Listed below are suggested pathways for students and parents to consider in the Course Selection Process. Students should choose an academic program that is manageable, yet challenges them to reach their highest academic potential. Students should also communicate regularly with their teachers and their counselors to ensure they are placed appropriately within each academic discipline. While colleges value a demanding academic program, they also consider test scores, GPAs, extra-curricular commitments, and recommendations when evaluating students for admission.

## **Highly Competitive Four Year Colleges**

- 4 Credits: English (AP English Language & AP English Literature)
- 4-5 Credits: Math (Algebra I & II, Geometry, Pre-Calculus, and AP Statistics or AP Calculus)
- 4 Credits: Science (Physical Science, Biology, Chemistry, and Physics)
- 4 Credits: World Language
- 3-4 Credits: Social Studies
- Advanced Placement courses are recommended for multiple subject areas

## **Very Selective Four Year Colleges**

- 4 Credits: English
- 4 Credits: Math (Algebra I & II, Geometry, and Probability, Statistics and Trigonometry, or Finite or Pre-Calculus or Calculus)
- 3-4 Credits: Science (Physical Science, Biology, Chemistry, and/or Physics)
- 3-4 Credits: World Language
- 3 .5 Credits: Social Studies
- Advanced Placement courses are recommended for 1-2 subject areas

## **Selective Four Year Colleges**

- 4 Credits: English
- 3-4 Credits: Math (Algebra I & II, Geometry, and Probability, Statistics and Trigonometry or Finite or Pre-Calculus or Calculus)
- 3 Credits: Science (Physical Science, Biology, Chemistry or Physics)
- 2-3 Credits: World Language
- 3 Credits: Social Studies

## **Two Year Career & Technical Programs**

- 4 Credits: English
- 3 Credits: Math (Algebra I & II, and Geometry)
- 3 Credits: Science (Physical Science, Biology, and 3rd year science elective)
- 3 Credits: Social Studies
- Career and Technical courses at Pinkerton Academy or Salem High School

## **Two Year Community Colleges**

- 4 Credits: English
- 3 Credits: Math (Algebra I & II, and Geometry)
- 3 Credits: Science (Physical Science, Biology, and 3rd year science elective)
- 3 Credits: Social Studies

## ***Recommendations for Specific Majors and Programs***

### **Four Year Business Programs**

- 4 Credits: Math (Algebra I & II, Geometry, and Algebra III or Pre-Calculus or Calculus or AP courses)
- Related Business courses (Introduction to Business Principles, Accounting, Entrepreneurship, Marketing)

### **Four Year Engineering and Science Programs**

- 4 Credits: Math (Algebra I & II, Geometry, and Algebra III or Finite or Pre-Calculus or Calculus, or AP courses)
- 4-5 Credits: Science (Physical Science, Biology, Chemistry, and Physics or AP courses)
- Related Engineering courses (Intro to Engineering Design, Principles of Engineering, Engineering elective options)
- Consider Computer Science courses

### **Four Year Nursing and Professional Health Programs**

- 4 Credits: Math (Algebra I & II, Geometry, and Algebra III or Pre-Calculus or AP Courses)
- 4-5 credits: Science (Physical Science, Biology, Chemistry, Physics, and Human Anatomy & Physiology or AP courses)

***NOTE: Since standards and admission policies vary from school to school, students and parents are advised to review college admissions websites and college planners provided by the Princeton Review and/or other college admission support publications for school counseling and specific recommendations. Students should see their counselor about specific questions.***

# Mathematics Intensive Credit Options

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Students must be enrolled in a mathematics intensive course every school year. In addition to all mathematics courses, the successful completion of any of the following courses may be used to satisfy the graduation requirement of a mathematics intensive course:

## **Timberlane Regional High School**

3D Modeling (0.5 credit)  
Introduction to Computer Science (0.5 credit)  
Cyber Security (0.5 credit)  
Programming in C# (0.5 Credit)  
Game Programming I (0.5 credit)  
Game Programming II (0.5 credit)  
AP® Computer Science A  
AP® Computer Science Principles  
Engineering Drawing (0.5 credit)  
Architectural Drawing (0.5 credit)  
AutoCAD I (0.5 credit)  
AutoCAD II (0.5 credit)  
Introduction to Engineering Design  
Principles of Engineering  
Aerospace Engineering  
Civil Engineering and Architecture  
Digital Electronics  
Computer Integrated Manufacturing  
Engineering Design and Development  
Chemistry  
AP Chemistry  
Physics  
AP Physics I  
AP Physics II

## **Pinkerton Academy CTE**

Environmental Science & Natural Resources II  
Electrical Technology I  
Electrical Technology II  
Welding Technology II

## **Salem High School CTE**

Automotive  
Carpentry  
Engineering  
Accounting  
Biomedical science  
Culinary arts  
Computer science

# Digital Literacy Credit Options

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**Successful completion of any of the following courses will satisfy the graduation requirement of 0.5 credit in Digital Literacy:**

Microsoft Office Essentials  
Desktop Publishing & Presentation  
Web Design  
Emerging Technologies  
Creating Mobile Applications  
Introduction to Computer Science  
Cyber Security  
Programing in C#  
Game Programming I  
Game Programming II  
AP<sup>®</sup> Computer Science A  
AP<sup>®</sup> Computer Science Principles  
Digital Arts  
Information Technology

Graphic Design  
Engineering Drawing  
Architectural Drawing  
AutoCAD I  
AutoCAD II  
Introduction to Engineering Design  
Principles of Engineering  
Digital Electronics  
Computer Integrated Manufacturing  
Engineering Design and Development  
3D Modeling  
Computer Maintenance & Repair (Salem CTE)  
Microcomputer Applications 1 (Salem CTE)

# Courses Offered at a Glance

## Explanation of Codes:

AP	Advanced Placement (as authorized by the College Board)
ACC	Accelerated
CCP	College and Career Prep
ACC/CCP	Offered as ACC or CCP—Students may choose to contract for ACC credit
NL	Non-Levelled

## Art Department

Course		Level	Grades				Credits	Page No.
Foundations of Art	001	NL	9	10	11	12	0.5	34
2-D Art	002	NL	9	10	11	12	0.5	34
Sculpture	003	NL	9	10	11	12	0.5	34
Graphic Design	016	NL	9	10	11	12	0.5	34
Painting Exploration	019	NL	9	10	11	12	0.5	34
Pottery I	010	NL	9	10	11	12	0.5	35
Pottery II	011	ACC		10	11	12	0.5	35
Drawing	005	NL	9	10	11	12	0.5	35
Cartooning and Animation	008	NL	9	10	11	12	0.5	35
Traditional Painting Methods	007	NL	9	10	11	12	0.5	35
Photography	012	NL	9	10	11	12	0.5	35
Photography II	017	ACC		10	11	12	0.5	35
AP® Studio Art	013	AP			11	12	1	35

## Business and Digital Literacy Department

Courses		Level	Grades				Credits	Page No.
Desktop Publishing and Presentations	103	ACC	9	10	11	12	0.5	36
Emerging Technologies	120	ACC	9	10	11	12	0.5	36
Microsoft Office Essentials	108	CCP	9	10	11	12	0.5	36
Web Design	141	ACC	9	10	11	12	0.5	36
Information Technology	157A	ACC		10	11	12	0.5	36
Introduction to Business Principles	116	CCP		10	11	12	0.5	36
Human Relations in Organizations	149	ACC		10	11	12	0.5	36
Personal Money Management	118	CCP		10	11	12	0.5	37
College Accounting I	119	ACC			11	12	0.5	37
College Accounting II	122	ACC			11	12	0.5	37
Entrepreneurship	117	ACC			11	12	0.5	37
Exploring Teaching	140	ACC			11	12	0.5	37
Marketing	125	CCP			11	12	0.5	37
Practicing Teaching	142	ACC			11	12	0.5	37
Sports and Entertainment Management	121	CCP			11	12	0.5	37

## Computer Science Department

Course		Level	Grades				Credits	Page No.
Creating Mobile Applications	160A	CCP	9	10	11	12	0.5	38
Programming in C#	168	ACC	9	10	11	12	0.5	38
Introduction to Computer Science	189	CCP	9	10	11	12	0.5	38
Cyber Security	190	ACC	9	10	11	12	0.5	38
Game Programming I	164	ACC	9	10	11	12	0.5	39
Game Programming II	165	ACC		10	11	12	0.5	39
AP <sup>®</sup> Computer Science Principles	167AP	AP	9	10	11	12	1	39
AP <sup>®</sup> Computer Science A	167	AP		10	11	12	1	39

## Engineering Department

Course		Level	Grades				Credits	Page No.
Introduction to Engineering Design	180	ACC	9	10	11	12	1	40
Principles of Engineering	181	ACC		10	11	12	1	40
Aerospace Engineering *	186	ACC		10	11	12	1	40
Civil Engineering and Architecture *	188	ACC		10	11	12	1	40
Computer Integrated Manufacturing*	183	ACC		10	11	12	1	41
Digital Electronics*	182	ACC			11	12	1	41
Engineering Design and Development	184	ACC			11	12	1	41
AutoCAD I	551	NL		10	11	12	0.5	41
AutoCAD II	552	NL		10	11	12	0.5	41
Architectural Drawing	559	NL		10	11	12	0.5	41
Engineering Drawing	557	NL		10	11	12	0.5	41

\* indicates that starting in 2021/2022 school year, these courses will be offered in alternating school years as outlined below

School year type (start of school year even/ odd)	School year calendar numbers	Courses being offered
Even	2022/2023	Civil Engineering and Architecture; Digital Electronics
Odd	2023/2024	Computer Integrated Manufacturing; Aerospace Engineering
Even	2024/2025	Civil Engineering and Architecture; Digital Electronics
Odd	2025/2026	Computer Integrated Manufacturing; Aerospace Engineering

## English Department

Course		Level	Grades				Credits	Page No.
English I	201	ACC	9				1	43
English I	203	CCP	9				1	43
World Literature	222	ACC		10			1	43
World Literature	221	CCP		10			1	43
World Studies	808	ACC/CCP		10			2	43
American Literature	216	ACC			11		1	43
American Literature	218	CCP			11		1	43
American Studies	816	ACC/CCP			11		2	44
AP® English Language and Composition	270	AP			11		1	44
Analysis of Literary Movements	271	ACC				12	1	44
Creative Book Transformation	230	ACC/CCP		10	11	12	0.5	44
Creative Writing I	229	ACC/CCP			11	12	0.5	44
Creative Writing II	231	ACC			11	12	0.5	44
Expository Writing	209	ACC				12	0.5	45
Expository Writing	217	CCP				12	0.5	45
Gender Issues in Literature	262	ACC				12	0.5	45
Graphic Novel as Literature	268	ACC/CCP				12	0.5	45
Introduction to Critical Analysis	224	ACC				12	0.5	45
Introduction to Critical Analysis	223	CCP				12	0.5	45
Journalism	263	ACC/CCP			11	12	1	45
Modern World Literature	260	ACC				12	0.5	45
Portfolio Writing	172	ACC/CCP		10	11	12	0.5	45
Shakespeare	235	ACC				12	0.5	45
The Short Story and Its Writer	255	CCP				12	0.5	46
AP® English Literature and Composition	227	AP				12	1	46
Film Studies (Elective Credit Only)	264	ACC/CCP		10	11	12	0.5	46
Public Speaking (Elective Credit Only)	266	ACC/CCP		10	11	12	0.5	46
Mythology and the Classical World (Elective)	344	ACC	9	10	11	12	0.5	46

## Entertainment Technologies Department

Course		Level	Grades				Credits	Page No.
Evolution of Games	150	CCP	9	10	11	12	0.5	47
3D Modeling	151	CCP	9	10	11	12	0.5	47
Screenwriting	158A	CCP	9	10	11	12	0.5	47

## Family and Consumer Science Department

Course		Level	Grades			Credits	Page No.	
Child Development	501	NL		10	11	12	1	48
Child Care	503	NL			11	12	1	48
Creative Sewing	505	NL			11	12	0.5	48
Designing Homes	525	NL			11	12	0.5	48
Contemporary Culinary Arts	515	NL		10	11	12	0.5	48
Gourmet Foods	513	NL			11	12	0.5	48
Baking and Pastries	512	NL			11	12	0.5	48

## Health and Physical Education Department

Course		Level	Grades			Credits	Page No.	
Health I	402	CCP	9	10	11	12	0.5	49
Health II	412	CCP		10	11	12	0.5	49
Introduction to Physical Education	403	CCP	9				0.5	49
Introduction to Physical Education	405	CCP		10	11	12	0.5	49
Introduction to Fitness	414	CCP	9				0.5	49
Introduction to Fitness	415	CCP		10	11	12	0.5	49
Advanced Strength Training and Conditioning	416	CCP	9	10	11	12	0.5	49
Competitive Physical Education	417	CCP	9	10	11	12	0.5	49
Unified and Adaptive Physical Education	418	CCP	9	10	11	12	0.5	49
Studies in Women's Health and Wellness	400	CCP		10	11	12	0.5	49

## Industrial Technology Department

Course		Level	Grades			Credits	Page No.	
Introduction to Industrial Trades	550	NL	9	10	11	12	.5	50
Materials and Manufacturing / Wood Tech. I	577	NL	9	10	11	12	.5	50
Materials and Manufacturing / Wood Tech. II	579	NL		10	11	12	.5	50
Materials and Manufacturing / Wood Tech. III	580A	ACC			11	12	.5	50

## Mathematics Department

Course		Level	Grades				Credits	Page No.
Math Fundamentals	603	CCP	9				1	51
Algebra I	607	ACC	9				1	51
Algebra I	609	CCP	9	10			1	52
Algebra Lab	610	NL	9				1	52
Geometry	613	ACC	9	10			1	52
Geometry	615	CCP		10	11	12	1	52
Applied Geometry	616	CCP		10	11	12	1	52
Algebra II	619	ACC		10	11	12	1	52
Algebra II	621	CCP		10	11	12	1	52
Algebra II Part 1	623	CCP			11	12	1	52
Algebra II Part 2	624	CCP			11	12	1	53
Probability, Statistics and Trigonometry	641	CCP			11	12	1	53
Probability, Statistics and Trigonometry	642	ACC			11	12	1	53
Finite Mathematics	639	CCP			11	12	1	53
Topics in Mathematics	604	CCP			11	12	1	53
Pre-Calculus	629	ACC			11	12	1	53
Calculus	640	ACC			11	12	1	53
AP <sup>®</sup> Calculus	633	AP				12	1	54
AP <sup>®</sup> Statistics	636	AP				12	1	54

## Music Department

Course		Level	Grades				Credits	Page No.
Band	057	NL	9	10	11	12	1	55
Orchestra	058	NL	9	10	11	12	1	55
Concert Choir	055	NL	9	10	11	12	1	55
Jazz Band	061	ACC	9	10	11	12	1	55
Survey of Music	051	CCP	9	10	11	12	0.5	56
Theory I	063	ACC	9	10	11	12	0.5	56
Theory II	065	ACC	9	10	11	12	0.5	56
Guitar I	TBD	CCP	9	10	11	12	0.5	56
Guitar II	069	CCP	9	10	11	12	0.5	56
Guitar Orchestra	070	NL	9	10	11	12	1	56
Chamber Ensemble	056	ACC		10	11	12	1	56

## Science Department

Course		Level	Grades				Credits	Page No.
Physical Science	705	ACC	9				1	57
Physical Science	707	CCP	9				1	57
Applied Physical Science	708	CCP	9		11	12	1	57
Physical Science/ Biology Integrated	710	ACC	9				2	57
Biology	709	ACC	9	10	11	12	1	58
Biology	711	CCP		10	11	12	1	58
Applied Biology	713	CCP		10	11	12	1	58
Chemistry	727	ACC		10	11	12	1	58
Chemistry	729	CCP		10	11	12	1	58
Physics / Chemistry Integrated	730	ACC		10	11	12	2	58
Physics	731	ACC		10	11	12	1	58
Physics	733	CCP		10	11	12	1	58
Botany	743A	ACC		10	11	12	0.5	59
Botany	743	CCP		10	11	12	0.5	59
Environmental Science	722	ACC		10	11	12	0.5	59
Environmental Science	721	CCP		10	11	12	0.5	59
Human Anatomy and Physiology	715	ACC		10	11	12	1	59
Human Anatomy and Physiology	717	CCP		10	11	12	0.5	59
Introduction to Meteorology	723	CCP		10	11	12	0.5	59
Investigations in Space Science*	745	ACC			11	12	0.5	59
Marine Biology*	739	ACC		10	11	12	0.5	60
Oceanography*	741	ACC		10	11	12	0.5	60
Zoology*	744A	ACC		10	11	12	0.5	60
Zoology*	744	CCP		10	11	12	0.5	60
AP® Biology	737	AP			11	12	1	60
AP® Chemistry	735	AP			11	12	1	60
AP® Environmental Science	742	AP			11	12	1	60
AP® Physics I	734	AP			11	12	1	61
AP® Physics II	734A	AP			11	12	1	61

\* indicates that starting in 2021/2022 school year, these courses will be offered in alternating school years as outlined below

School year type (start of school year even/ odd)	School year calendar numbers	Courses being offered
Even	2022/2023	Zoology; Oceanography
Odd	2023/2024	Marine Biology; Space Science
Even	2024/2025	Zoology; Oceanography
Odd	2025/2026	Marine Biology; Space Science

## Social Studies Department

Course		Level	Grades				Credits	Page No.
Studies in Civics and Economics	803A	ACC	9				1	62
Studies in Civics and Economics	804C	CCP	9				1	62
World History	806	ACC		10			1	63
World History	811	CCP		10			1	63
World Studies	808	ACC/CCP		10			2	63
AP® World History	821	AP		10	11	12	1	63
United States History	807	ACC			11		1	63
United States History	809	CCP			11		1	63
American Studies	816	ACC/CCP			11		2	63
AP® United States History	819	AP			11	12	1	63
American Values in Film and Music*	841	ACC/CCP			11	12	0.5	64
Behavioral Psychology	840	ACC		10	11	12	0.5	64
Constitutional Law*	832	ACC			11	12	0.5	64
Cultural Geography*	823	CCP		10	11	12	0.5	64
Current Issues	843	CCP		10	11	12	0.5	64
History of Sports	833	ACC/CCP		10	11	12	0.5	64
Law	831	CCP		10	11	12	0.5	64
Popular Culture	834	ACC/CCP		10	11	12	0.5	65
Psychology	839	CCP		10	11	12	0.5	65
Social Science of Well-Being	845	ACC			11	12	0.5	65
Sociology*	835	CCP		10	11	12	0.5	65
AP® European History	844	AP			11	12	1	65
AP® US Government and Politics	820	AP				12	1	65
AP® Human Geography	822	AP				12	1	66

\* indicates that starting in 2021/2022 school year, these courses will be offered in alternating school years as outlined below

School year type (start of school year even/ odd)	School year calendar numbers	Courses being offered
Even	2022/2023	Cultural Geography; Constitutional Law
Odd	2023/2024	American Values in Film and Music; Sociology
Even	2024/2025	Cultural Geography; Constitutional Law
Odd	2025/2026	American Values in Film and Music; Sociology

## Special Education Department

Course		Level	Grades				Credits	Page No.
Life Skills—Daily Living	980	NL	9	10	11	12	1	67
Life Skills—Consumer Math	981	NL	9	10	11	12	1	67
Life Skills—Career planning	TBD	NL	9	10	11	12	0.5	67
Reading	960	NL	9	10	11	12	1	67
Unified and Adaptive Physical Education	418	CCP	9	10	11	12	0.5	67

## Theater Department

Course		Level	Grades				Credits	Page No.
Introduction to Theater	252	NL	9	10	11	12	0.5	68
Improvisation	267	NL	9	10	11	12	0.5	68
Advanced Acting	265	ACC		10	11	12	0.5	68
Playwriting	253	ACC			11	12	0.5	68

## World Language Department

Course		Level	Grades				Credits	Page No.
French I	307	CCP	9	10	11	12	1	69
French II	314	ACC	9	10	11	12	1	69
French II	313	CCP	9	10	11	12	1	69
French III	320	ACC		10	11	12	1	69
French III	319	CCP		10	11	12	1	70
French IV	331	ACC			11	12	1	70
French IV	327	CCP			11	12	1	70
French V	338	ACC				12	1	70
AP® French Language and Culture	342	AP				12	1	70

Spanish I	311	CCP	9	10	11	12	1	71
Spanish II	318	ACC	9	10	11	12	1	71
Spanish II	317	CCP	9	10	11	12	1	71
Spanish III	322	ACC		10	11	12	1	71
Spanish III	321	CCP		10	11	12	1	71
Spanish IV	335	ACC			11	12	1	72
Spanish IV	324	CCP			11	12	1	72
Spanish V	340	ACC				12	1	72
AP® Spanish Language and Culture	343	AP				12	1	72

## Career and Technical Education—Salem High School

Course		Level	Grades				Credits	Page No.
Automotive Technology:								
Automotive Technology 1	861	CCP			11		2	73
Automotive Technology 2	863	CCP				12	2	73
Biomedical Science:								
Biomedical Science 1	870A	TBD			11		2	74
Biomedical Science 2	872B	TBD				12	2	74
Business Pathways:								
Business Principles	TBD	CCP		10	11		1	74
Marketing	TBD	CCP		10	11		1	74
Accounting	TBD	CCP			11	12	1	74
Business Law	TBD	CCP			11	12	1	74
Business Management	TBD	CCP			11	12	1	75
Computer Science Technology Pathway:								
AP Computer Science Principles	TBD	AP		10	11		2	75
AP Computer Science A	TBD	AP				12	2	75
Digital Graphics Pathway:								
Graphic Design 1	897B	CCP			11		2	75
Graphic Design 2	898A	CCP				12	2	75
Carpentry and Construction Technology:								
Carpentry and Construction Technology 1	865	CCP			11		2	76
Carpentry and Construction Technology 2	867	CCP				12	2	76
Culinary Arts and Hospitality:								
Culinary Arts 1	881	CCP			11		2	76
Culinary Arts 2	883	CCP				12	2	76
Health Science Pathway:								
Health Science Technology 1	889	CCP			11		2	77
Health Science Technology 2	891	CCP				12	2	77
Teacher Pathway:								
Teacher Education 1	857A	CCP			11		2	78
Teacher Education 2	857B	CCP				12	2	78
Television and Media Production:								
Television and Media Production 1	864	CCP			11		2	79
Television and Media Production 2	858	CCP				12	2	79
Cosmetology Pathway:								
Cosmetology 1	848	CCP			11		2	79
Cosmetology 2	849	CCP				12	2	79

## Career and Technical Education—Pinkerton Academy

Course		Level	Grades				Credits	Page No.
Introduction to Animal Science	859A	CCP			11		0.5	80
Animal Management	859	CCP			11		1	80
Animal Health & Veterinary Technology	859B	CCP				12	2	80
Electrical Technology I	872	CCP			11		2	80
Electrical Technology II	872A	CCP				12	2	80
Environmental Science and Natural Resources 1	884A	CCP			11	12	2	81
Environmental Science and Natural Resources 2	TBD	TBD			11	12	2	81
Welding Technology I	874	CCP			11		2	81
Welding Technology II	874A	CCP				12	2	81

**EVENING DIVISION** (Courses typically offered through Evening Division—Subject to change)**Art**

Course		Level	Grades				Credits	Page No.
Foundations of Art	001	CCP	9	10	11	12	0.5	82

**Business**

Course		Level	Grades				Credits	Page No.
Microsoft Office Essentials	108	CCP	9	10	11	12	0.5	82

**English**

Course		Level	Grades				Credits	Page No.
World Literature	221	CCP		10	11	12	1	82
American Literature	218	CCP			11	12	1	82
Expository Writing	217	CCP			11	12	0.5	83
Introduction to Critical Analysis	223	CCP			11	12	0.5	83
Shakespeare	TBD	CCP			11	12	0.5	83
The Short Story and Its Writer	255	CCP			11	12	0.5	83

**Health and Physical Education**

Course		Level	Grades				Credits	Page No.
Intro to Physical Education	405	CCP		10	11	12	0.5	83
Health I	402	CCP	9	10	11	12	0.5	83
Health II	412	CCP		10	11	12	0.5	83

**Math**

Course		Level	Grades				Credits	Page No.
Algebra I	609	CCP		10	11	12	1	84
Applied Geometry	616	CCP		10	11	12	1	84
Algebra II Part 1	623	CCP			11	12	1	84

**Science**

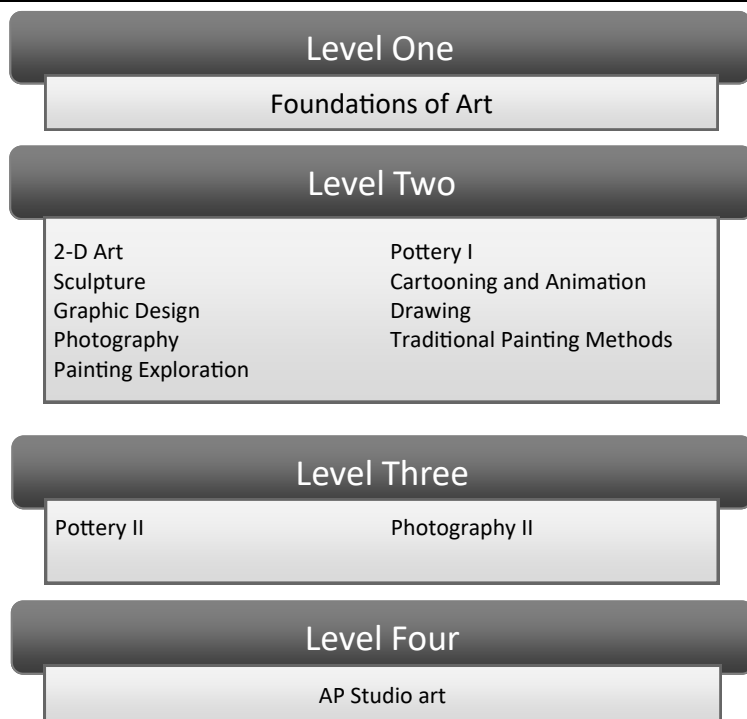
Course		Level	Grades				Credits	Page No.
Physical Science	707	CCP		10	11	12	1	84
Applied Biology	713	CCP		10	11	12	1	84
Environmental Science	721	CCP			11	12	0.5	84
Introduction to Meteorology	723	CCP			11	12	0.5	84

**Social Studies**

Course		Level	Grades				Credits	Page No.
World History	811	CCP		10	11	12	1	84
United States History	809	CCP			11	12	1	85
American Values in Film and Music	841	CCP			11	12	0.5	85
Cultural Geography	823	CCP			11	12	0.5	85
Current Issues	843	CCP			11	12	0.5	85

# Art Department

The Art program is dedicated to developing fundamental visual skills and knowledge about artists and art movements. This is done by requiring students to take Foundations of Art as a prerequisite for any of the art electives. Those who choose to continue with art electives will then begin to develop new skills and gain greater appreciation for art as a means of communication and understanding in society.



## Course Descriptions:

### Foundations of Art 001

NL  
Half Year  
0.5 Credit  
Gr. 9-12

Two-dimensional and three-dimensional art and design will be explored and applied. Elements of art, drawing and painting skills, expressive ideas and imaginative thinking will be reinforced. Introduction to artists and techniques both contemporary and historic are included to enhance understanding. **Foundations of Art is a prerequisite to all other Art Department courses. Students wishing to waive this course must apply through the TRHS School Counseling Department. The waiver process requires an 85% grade or better on the Foundations of Art Final Exam and a subsequent portfolio presentation.**

### 2-D Art 002

NL  
Half Year  
0.5 Credit  
Gr. 9-12

Principles of design are explored in a variety of media and techniques including pencil, acrylic paint, collage, and printmaking. Students will utilize the elements of art to demonstrate understanding of the principles of design within their own work and that of famous artists. **Prerequisite: Foundations of Art**

### Sculpture 003

NL  
Half Year  
0.5 Credit  
Gr. 9-12

The three-dimensional world of visual art is creatively investigated in this course. Media such as clay, wire, and found objects are used to explore creative ways that forms can occupy space. The art of sculptors, architects and designers may be used as examples of how artists apply the elements of art and the principles of design in their work. **Prerequisite: Foundations of Art**

### Graphic Design 016

NL  
Half Year  
0.5 Credit  
Gr. 9-12

Students will use design software to develop an understanding of how visual images affect all aspects of our lives. The principles of design and elements of art will be used as visual problem-solving exercises. The tools, language, techniques, and typography of the graphic design industry will be applied to develop a body of work that demonstrates effective communication. The contribution of significant designers and the history of design will be studied. **Prerequisite: Foundations of Art**

### Painting Exploration 019

NL  
Half Year  
0.5 Credit  
Gr. 9-12

This course is an entry level painting course. Students will develop an understanding for creating an effective composition through utilizing the principles of design and the elements of art. Basic color theory and how it relates to various media will also be explored. Students will explore a variety of topics including various painting techniques, simple nature studies, imaginative illustrations, still life, abstraction, and landscapes. This course is an opportunity for students to explore their expressive potential through water media painting. **Prerequisite: Foundations of Art**

**Pottery I 010**

NL  
Half Year  
0.5 Credit  
Gr. 9-12  
Hand building techniques will provide students with skills to create pottery that is functional, non-functional and personally expressive. Various clay bodies, glazes, and kiln firing techniques used by potters will be introduced in order to expand students' subject area knowledge. Demonstrations and critiques will accompany assignments. **Prerequisite: Foundations of Art**

**Pottery II 011**

ACC  
Half Year  
0.5 Credit  
Gr. 10-12  
This course is an extension of Pottery I, exploring more advanced techniques of surface decoration, hand building and wheel-throwing. Anatomy of the human skull will be explored through the creation of a portrait sculpture. Student's final project will be self-designed based on individual interests. **Prerequisite: Pottery I**

**Drawing 005**

NL  
Half Year  
0.5 Credit  
Gr. 9-12  
Advanced methods of drawing, self-expression and conceptual imagery, as well as further development in areas of composition, perspective, and observation skills will be explored. The ability to use visual images as non-verbal communication tools will be emphasized. Application of the elements of art and principles of design in one's own artwork as well as those of master artists are included. **Prerequisite: Foundations of Art**

**Cartooning and Animation 008**

NL  
Half Year  
0.5 Credit  
Gr. 9-12  
Advanced methods in illustration will be explored, as well as the history of animation and cartooning. Students will learn how to develop their own characters, illustrate and design their own comic strips and storyboards, and write original text/dialogue. Students will also have the opportunity to explore caricatures and Pop Art with the creation of single frame animations. **Prerequisite: Foundations of Art**

**Traditional Painting Methods 007**

NL  
Half Year  
0.5 Credit  
Gr. 9-12  
Traditional techniques in acrylic and watercolor paint will be explored with an emphasis on creating more personal and powerful compositions. Assignments that inspire and challenge will require innovative thinking and creative problem solving. Traditional and non-traditional artists' techniques will be studied. Painting critiques will focus on the application and understanding of the elements of art and principles of design. **Prerequisite: Foundations of Art**

**Photography 012**

NL  
Half Year  
0.5 Credit  
Gr. 9-12  
Students will explore film and digital photography as an artistic tool. Using the camera as their eye, students will learn the art of creating a dynamic composition while gaining an understanding of the photo printing process using the darkroom and digital printing techniques. The Adobe Creative Suite will be used to edit and enhance photographs, both digital and from the darkroom. A variety of photographers and cultural influences will be studied to gain an appreciation for the aesthetics of photography. **Prerequisite: Foundations of Art**

**Photography II 017**

ACC  
Half Year  
0.5 Credit  
Gr. 10-12  
The objective of Photography II is to achieve a higher level of technical skill developing and printing black and white film. Digital cameras and advanced use of Adobe Photoshop will be used as a tool to enhance students' photography. A photography portfolio that demonstrates a body of work representing skill, personal expression and artistic vision using a wide variety of compositions will be an important aspect of this course. **Prerequisite: Photography I**

**AP® Studio Art 013**

AP  
Full Year  
1 Credit  
Gr. 11-12  
The Advanced Placement program in Studio Art is intended for the highly motivated student interested in the serious study of art. Students should be aware that Advanced Placement curriculum involves significantly more time than the typical high school course and is not for the casually interested art student. Each student will need to work outside the classroom beyond scheduled class time. Students will focus on creating a Drawing 2D or 3D Portfolio consisting of 24 total pieces. Students will then submit the portfolio to the AP Board with the possibility of earning college credit. **Prerequisite: A minimum of two level 2 art classes. Note : Summer preparatory work may be an additional requirement of the course.**

# Business and Digital Literacy Department

The Business and Digital Literacy Department of Timberlane High School is committed to preparing students for a rapidly changing world by expanding each student's knowledge, experience, and skills in business and computer technology. We believe the knowledge, skills, and ethics taught are essential for dynamic, life-long participation in a global and information society – promoting success in one's personal, college, and career decisions. The emphasis of our program is active learning of practical business knowledge through collaboration, class discussion, hands-on learning, and innovative problem solving.

## Course Descriptions:

### Desktop Publishing and Presentations 103

ACC  
Half Year  
0.5 Credit  
Gr. 9-12

Use your creativity to produce real world publications and presentations. This course is designed to integrate computer technology and develop communication skills by creating effective and informative products. Areas of instruction will include multimedia desktop publishing, layout and design techniques, and other advanced applications. Instructional strategies will include computer/technology application, interdisciplinary and/or culminating projects, decision-making, problem-solving, and critical thinking activities.

### Emerging Technologies 120

ACC  
Half Year  
0.5 Credit  
Gr. 9-12

This course allows users to collaborate with others, communicate through online communities, and be creative by generating various types of Web content. Students will learn about current trends in technology and new web applications. The interactive sharing of information will be experienced through different web-based programs. Students will learn Web 2.0 concepts and skills to integrate into their personal and professional lives.

### Microsoft Office Essentials 108

CCP  
Half Year  
0.5 Credit  
Gr. 9-12

This hands-on course is designed to develop proficiency in Microsoft Office and enhance decision making, productivity communication and problem solving skills. Instructional strategies include computer/technology applications, interdisciplinary and/or culminating projects, problem solving and critical thinking activities. Integral to the course will be student creation and design of original documents.

### Web Design 141

ACC  
Half Year  
0.5 Credit  
Gr. 9-12

Want to create your own website? This course is designed to learn about the essential elements of effective web page design. Try a little coding by creating web pages using HTML code. Create professional website using CCS styles and designs. Students will build all-inclusive web sites with various formatting techniques, graphics, and links. Professional products will be created through the use of creativity, smart design choices, and problem solving.

### Information Technology (SNHU Dual Enrollment opportunity) 157A

ACC  
Half Year  
0.5 Credit  
Gr. 10-12

This course is designed to promote a working knowledge and understanding of computer information technology concepts, skills and capabilities that support academic and professionally related goals and requirements. This is accomplished, in part, by using word processing, spreadsheet, presentation, and database software. Students also learn about the application and science of information technology and the fundamentals of computer information technologies along with issues that affect people today. **Note: Students enrolled in this course will be eligible to apply for college credit through Southern New Hampshire University.**

### Introduction to Business Principles 116

CCP  
Half Year  
0.5 Credit  
Gr. 10-12

This course is designed to teach students business skills that can be used in daily life and in preparation for further business studies. This class provides an exciting overview of the world of business. We will emphasize the importance of the economy, owning and operating a business, small business influences, and buying goods and services. Individual and group assignments will be assigned. This course is intended for students who wish to learn more about business industries and what they have to offer.

### Human Relations in Organizations (SNHU Dual Enrollment opportunity) 149

ACC  
Half Year  
0.5 Credit  
Gr. 10-12

The objective of this course is to make students aware of and prepared for the business world with respect to the importance of human relations management in organizations. This hands-on, performance-based course develops students' understandings and the skills needed to build interpersonal relationships that will foster the development of business etiquette, behavior management, conflict resolution, work place ethics, networking, and team building. **Prerequisite: Successful completion of Introduction to Business Principles.**

**For more information about dual enrollment opportunities, please see pg. 10.**

**Personal Money Management 118**

CCP  
Half Year  
0.5 Credit  
Gr. 10-12  
The growing emphasis on financial literacy has highlighted the need for students to learn how to navigate the financial decisions they must make and how to make informed decisions related to managing finances and budgeting, saving and investing, living independently, earning and reporting income, buying goods and services, using credit, banking and protecting against risk. Knowing, understanding and applying these concepts offers the necessary tools for addressing economic issues, both personal and societal.

**College Accounting I 119**

ACC  
Half Year  
0.5 Credit  
Gr. 11-12  
How do businesses prosper in tough economic times? Explore the language of business and find out! Learn the accounting cycle using manual and computerized accounting systems for sole proprietorships, partnerships and corporations. This semester course is open to any student who wants to understand the flow of money in business. If you are planning a career in business, finance, management, marketing, banking, accounting or plan on going into business on your own, this course is a must!

**College Accounting II (SNHU Dual Enrollment opportunity) 122**

ACC  
Half Year  
0.5 Credit  
Gr. 11-12  
Get ahead of the competition and begin your college career with three credits! If you plan on taking accounting, finance, business management, business administration, and/or marketing in college, this course, taught at the first-year college level, is strongly recommended. A continuation of Accounting I, you'll use manual and computerized accounting systems to expand your knowledge of accounting systems. **Prerequisite: Successful completion of College Accounting I. Note: Students will be eligible to apply for college credit through Southern New Hampshire University**

**Entrepreneurship 117**

ACC  
Half Year  
0.5 Credit  
Gr. 11-12  
This course is designed for those who wish to own and operate their own business and/or who wish to continue their business studies at a post-secondary institute. It focuses on recognizing a business opportunity, starting a business based on that opportunity, and operating and maintaining that business. Students will be working in groups, where they will develop a business plan and run a business. This will be a fast paced course where students will learn to practice their time management skills and ability to work with others. **Prerequisite: Successful completion of Introduction to Business Principles.**

**Exploring Teaching 140**

ACC  
Half Year  
0.5 Credit  
Gr. 11-12  
Have you ever considered being a teacher? Imagine yourself in front of a classroom, teaching what you love. This activity-based course is the first step towards a career in education. Through classroom observations, discussion with experienced educators, and classroom activities, you will learn the "behind the scenes" of being a teacher including how to become a certified teacher, classroom management skills, and creating engaging lessons.

**Marketing 125**

CCP  
Half Year  
0.5 Credit  
Gr. 11-12  
Would you like to write a Super Bowl commercial, design a logo for a new product, or create a social media campaign for your favorite company? Marketing is an introductory course designed for students who are interested in learning and applying the marketing strategies and tactics used in the world's most successful companies. In addition, communication, interpersonal, and technology skills will be developed. Creative, hands-on projects and collaborative activities are an integral part of this course.

**Practicing Teaching (SNHU Dual Enrollment opportunity) 142**

ACC  
Half Year  
0.5 Credit  
Gr. 11-12  
Do you have what it takes to be a teacher? Find out in this follow up course to Exploring Teaching! While completing a 30-hour internship, you will develop your teaching skills under the supervision of an experienced educator at the elementary, middle school, or high school class of your choice. **Prerequisite: successful completion of Exploring Teaching. Note: Students will be eligible to apply for college credit through Southern New Hampshire University.**

**Sports and Entertainment Management 121**

CCP  
Half Year  
0.5 Credit  
Gr. 11-12  
This course is designed for students who wish to take their first step into the world of sports and entertainment, by either entering the workforce in an entry level position or continuing onto a post-secondary institution. Management topics discussed include leadership, finance, product management, people management, information management, legal and ethical issues, customer relations, sales management, managing change and career development. Students will work on various projects independently in group settings. **Prerequisite: Successful completion of Introduction to Business Principles.**

**For more information on dual enrollment opportunities, please see pg. 10.**

# Computer Science Department

The Computer Science Department acknowledges its responsibility to prepare students not just for today's world, but also for their future. Since computers are a significant part of our lives and are designed to play an even greater role; the following courses are designed to prepare students.

## Level One

Introduction to Computer Science	Creating Mobile Applications
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## Level Two

AP Computer Science A	Programming in C#
AP Computer Science Principles	Game Programming I Cyber Security

## Level Three

Game Programming II
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**NOTE: Successful completion of any of these courses will satisfy the graduation requirement of 0.5 credit in Digital Literacy**

Cyber Security ACC	190
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ACC  
Half Year  
0.5 Credit  
Gr. 9-12

As our world becomes increasingly dependent on technology, cybersecurity is a topic of growing importance. It is crucial that we all take precautions to protect ourselves from the growing threat of cyber attacks. Students will learn foundational cybersecurity topics including digital citizenship and cyber hygiene, the basics of cryptography, software security, and networking fundamentals. **Prerequisite: Intro to Computer Science or Instructor approval.**

Creating Mobile Applications— CCP	160A
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CCP  
Half Year  
0.5 Credit  
Gr. 9-12

This semester course is recommended for students looking for an introduction to mobile application development. Students will expand problem-solving skills, design graphical user interfaces and create fully functional mobile applications that take advantage of smart phone sensors and capabilities.

Introduction to Computer Science—CCP	189
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CCP  
Half Year  
0.5 Credit  
Gr. 9-12

This course teaches the foundations of computer science and basic programming using a modern programming language. It is intended for students with no programming experience, but more advanced students will be able set their own pace and dive deeper into the course concepts.

Programing in C# - ACC	168
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ACC  
Half Year  
0.5 Credit  
Gr. 9-12

This semester course is recommended for students interested in computer programming. Students will expand problem-solving skills by developing algorithms, designing graphical user interfaces, and writing programs in the Microsoft Visual C# programming language. These skills will be applied to a wide variety of problems. Topics include: variables, data types, selection and repetition structures, loops, strings, arrays, menus, and simple graphics. **Prerequisite: Intro to Computer Science or Instructor Approval.**

**Game Programming I 164**

ACC  
Half Year  
0.5 Credit  
Gr. 9-12

This semester course is an interactive, project-based course that uses a modern game development engine with a focus on 2D games. Students will learn about the process for designing, developing and iterating on an electronic game, how to break down a complex project into manageable pieces, and about what makes a game compelling and playable. The course promises to be a mix of hard work and fun, with an emphasis on independent learning, complex thinking and creativity. Students will come away with several fully functional games. **Prerequisite: Intro to Computer Science or Instructor approval.**

**Game Programming II 165**

ACC  
Half Year  
0.5 Credit  
Gr. 11-12

This semester course is an interactive, project-based course that uses a modern game development engine with a focus on 3D games. Students will learn about the process for designing, developing and iterating on modern 2D and 3D electronic games, and about what makes a game compelling and playable. The course promises to be a mix of hard work and fun, with an emphasis on independent learning, complex thinking and creativity. Students will come away with several fully functional games. **Prerequisite: Game Programming I, Programming in C#**

**AP® Computer Science Principles 167AP**

AP  
Full Year  
1 Credit  
Gr. 9-12

This course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. In addition to programming in JavaScript, this course covers other topics in depth including how the internet works, big data and privacy. This course is suitable for both novice and experienced programmers alike. **Prerequisite: Intro to Computer Science or Instructor approval**

**AP® Computer Science A 167**

AP  
Full Year  
1 Credit  
Gr. 10-12

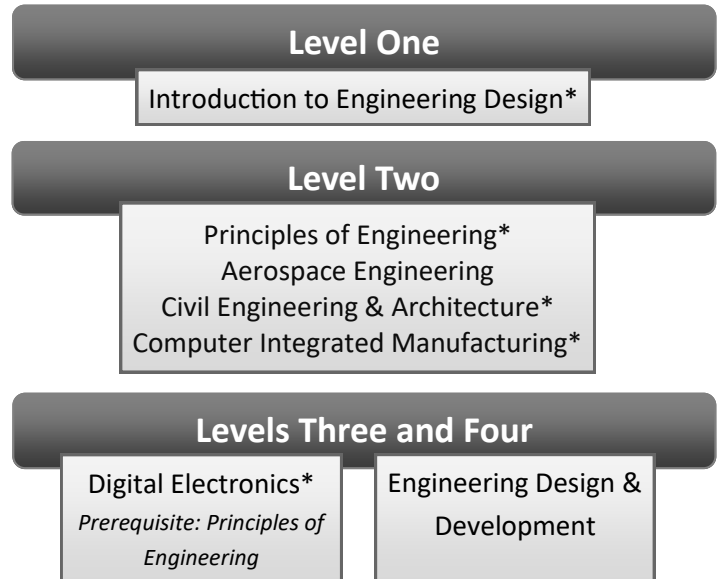
This full year course is equivalent to a first-semester, college-level course in computer science.

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design. **Prerequisite: Intro to Computer Science or Instructor approval**



# Engineering Department

The engineering courses at Timberlane Regional High School offer students a four year sequence of courses which, when combined with college preparatory mathematics and science courses at TRHS, introduces students to the scope, rigor, and discipline of engineering and engineering technology prior to entering college. Introduction at the high school level will prepare more students for a potential future in engineering, while allowing students to determine if engineering is the career they may desire. Students participating in the engineering courses at TRHS will be better prepared for success in college engineering programs.



\*Opportunity for NHTI Dual Enrollment

## Course Descriptions:

**Introduction to Engineering Design (NHTI Dual Enrollment opportunity) 180**

ACC  
Full Year  
1 Credit  
Gr. 9-12

This course emphasizes the development of design. Students use computer software to produce, analyze, and evaluate models for project solutions. They study the design concepts of form and function, and then use state-of-the-art technology to translate conceptual design into reproducible products. This course teaches students to understand and apply design process to solve problems in teams, apply adaptive design concepts, explore careers and develop portfolios of their designs.

**Principles of Engineering (NHTI Dual Enrollment opportunity) 181**

ACC  
Full Year  
1 Credit  
Gr. 10-12

This course provides an overview of engineering and engineering technology. Students develop problem-solving skills by tackling real-world problems. Through theory and practical hands-on experience, students address the emerging social and political consequences of technological change. The course of study includes an overview and perspective of engineering, design process, communication and documentation, engineering systems, statics, robotics, materials and materials testing, thermodynamics, engineering for quality and reliability and dynamics. **Prerequisite: Successful completion of Introduction to Engineering Design or Departmental approval.**

**Aerospace Engineering \* 186**

ACC  
Full Year  
1 Credit  
Gr. 10-12

Starting in 2021– This course will only be offered in odd starting school years

This course is the study of the engineering discipline which develops new technologies for use in aviation, defense systems, and space exploration. The course explores the evolution of flight, flight fundamentals, navigation and control, aerospace materials, propulsion, space travel, orbital mechanics, ergonomics, remotely operated systems and related careers. In addition the course presents alternative applications for aerospace engineering concepts. **Prerequisite: Successful completion of Introduction to Engineering Design and current enrollment in Physics and Algebra 2 or Departmental approval.**

**Civil Engineering and Architecture \* 188**  
(NHTI Dual Enrollment opportunity)

ACC  
Full Year  
1 Credit  
Gr. 10-12

Starting in 2021– This course will only be offered in even starting school years

This course is the study of the design and construction of residential and commercial building projects. The course includes an introduction to many of the varied factors involved in building design and construction including building components and systems, structural design, storm water management, site design, utilities and services, cost estimation, energy efficiency, and careers in the design and construction industry. **Prerequisite: Successful completion of Introduction to Engineering Design or Departmental approval.**

**For more information on dual enrollment opportunities, please see pg. 10.**

**Computer Integrated Manufacturing \*** 183  
(NHTI Dual Enrollment opportunity)

ACC  
Full Year  
1 Credit  
Gr. 10-12

Starting in 2021– This course will only be offered in odd starting school years

This course teaches the fundamentals of computerized and robotics manufacturing technology. It builds on the solid-modeling skills developed through the Introduction to Engineering Design course. Students use 3-D computer software to solve design problems. They assess their solutions through mass proprietary analysis (the relationship of design, function and materials), modify their designs, and use prototyping equipment to produce 3-D models. This course includes these integrated concepts: computer modeling, computer numerical control (CNC) equipment, computer-aided manufacturing (CAM), robotics and flexible manufacturing systems. Course may be taken concurrently with Digital Electronics.  
**Prerequisite:** *Successful completion of Introduction of Engineering Design or Departmental approval.*

**Digital Electronics \*** 182  
(NHTI Dual Enrollment opportunity)

ACC  
Full Year  
1 Credit  
Gr. 11-12

Starting in 2021– This course will only be offered in even starting school years

This course introduces students to applied digital logic, a key element of careers in engineering technology. This course explores the smart circuits found in watches, calculators, video games and computers. Students use industry-standard computer software in testing and analyzing digital circuitry. They design circuits to solve problems, export their designs to a printed circuit auto-routing program that generates printed circuit boards, and use appropriate components to build their designs. Students use mathematics and science in solving real-world engineering problems. **Prerequisite:** *Successful completion of Introduction to Engineering Design and Principles of Engineering or Departmental approval.*

\* indicates that starting in 2021/2022 school year, these courses will be offered in alternating school years as outlined below

School year type (start of school year even/ odd)	School year calendar numbers	Courses being offered
Even	2022/2023	Civil Engineering and Architecture; Digital Electronics
Odd	2023/2024	Computer Integrated Manufacturing; Aerospace Engineering
Even	2024/2025	Civil Engineering and Architecture; Digital Electronics
Odd	2025/2026	Computer Integrated Manufacturing; Aerospace Engineering

**For more information on dual enrollment opportunities, please see pg. 10.**

**Engineering Design and Development** 184

ACC  
Full Year  
1 Credit  
Gr. 11-12

This course lets students apply what they have learned in academic and pre-engineering courses as they complete challenging, self-directed projects. Students work in teams to design and build solutions to authentic engineering problems. An engineer from the school's partnership team mentors each student team. Examples of projects include a robotic mascot for the school, a remote controlled hovercraft, or a solar-powered device. Student teams make progress reports to their peers, mentor and instructor and exchange constructive criticism and consultation. Teams present their research paper and defend their projects to a panel of engineers, business leaders, and engineering college educators for professional review and feedback. This course equips students with the independent study of skills they will need in postsecondary education and careers in engineering and engineering technology.  
**Prerequisite:** *Successful completion of Introduction to Engineering Design and Principles of Engineering, and Aerospace Engineering, Civil Engineering, or Computer Integrated Manufacturing or Departmental approval.*

**AutoCAD I** 551  
**AutoCAD II** 552  
(NHTI Dual Enrollment opportunity)

NL  
Half Year  
0.5 Credit  
Gr. 10-12

Through step-by step instruction, these courses take the student from beginning to advanced levels of competency in using the AutoCAD electronic drawing system. Classes must be taken in sequence.

**Architectural Drawing** 559

NL  
Half Year  
0.5 Credit  
Gr. 10-12

This course is designed for students who have an interest in pursuing a career in a construction or architecture-related field of study. Students will be introduced to Revit software to create a 3D computer model of a residential structure and to produce a set of architectural plans to industry standards.

**Engineering Drawing** 557

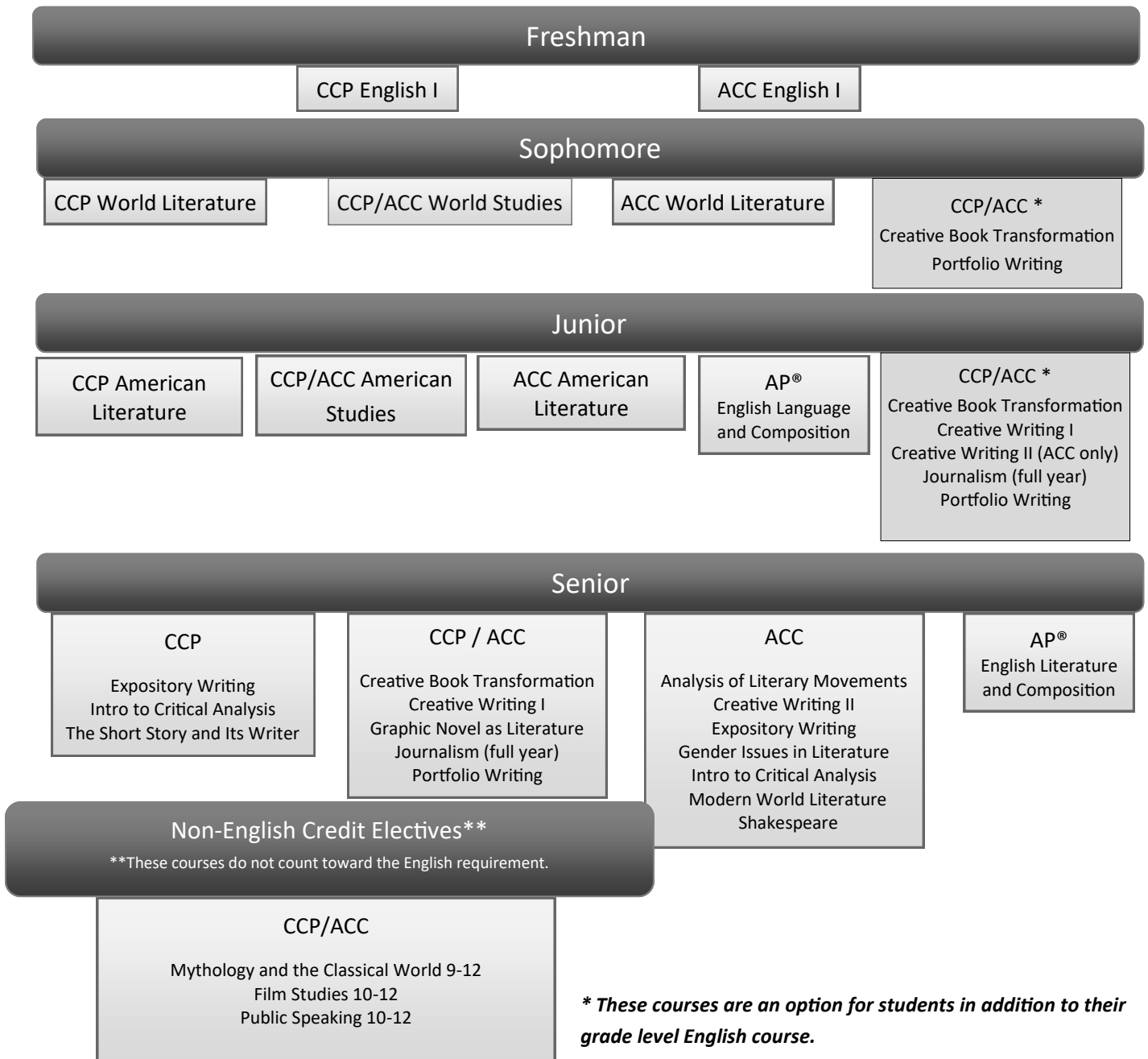
NL  
Half Year  
0.5 Credit  
Gr. 10-12

This course is for students who want to explore a career in a technical or engineering related field. Students will use 3D modeling software to solve design problems, create technical plans to engineering standards, and draw parts and assemblies for fabrication by the 3D printer.

# English Department

*Every word wants to be taken literally; else, it decays into a lie. But one mustn't take any word literally; else the world becomes a madhouse. —Robert Musil*

The Timberlane English Department is about words. For all four years at Timberlane Regional High School, students will be experiencing the best examples of how words can be shaped into shouts of joy, cries of anguish, cautious warnings, hopeful pleas, and invitations into the limitless possibilities of how words can indeed change the world. Students will also spend the next four years learning how to shape their own words, to learn how to listen to their inner voices, and translate those voices onto paper. They will learn how to listen to other students' words thoughtfully, with respect and with interest. They will learn that words can be communicated non-verbally; presentation, oral reports, and speeches are not just about what one's message is, but about how one says it. Each student in English class will be a word reader, a word shaper, and a word listener. The goal of the Timberlane English Department's dedicated staff is to help each student help him/herself to become one who understands the incredible responsibility and power that comes with the mastery of words.



## Course Descriptions:

### English I—ACC 201

ACC  
Full Year  
1 Credit  
Gr. 9



This course provides a solid foundation in English through an integrated approach to student growth in reading, writing, speaking, and listening. Students will develop their writing skills through the drafting process. The study of literature emphasizes the understanding of selected fiction, poetry, and drama. In addition, students are introduced to the research process and will build on their research skills throughout the year. While investigating literary genres, students will study grammar and vocabulary. This course develops skills at an accelerated pace for students who want experiences that will prepare them for advanced work in a college situation.

### English I—CCP 203

CCP  
Full Year  
1 Credit  
Gr. 9



This course provides a solid foundation in English through an integrated approach to student growth in reading, writing, speaking, and listening. Students will develop their writing skills through the drafting process. The study of literature emphasizes the understanding of selected fiction, poetry, and drama. In addition, students are introduced to the research process and will build on their research skills throughout the year. While investigating literary genres, students will study grammar and vocabulary.

### World Literature—ACC 222

ACC  
Full Year  
1 Credit  
Gr. 10



In this course, students will explore world literature that is chosen for its relevance as an expression of human thought and its relationship to students' own experiences. Students will learn to analyze texts and research, understand the societies from which they emerged, and recognize the roles those societies played in shaping today's world. Literature will represent a variety of genres and cultures. Students will continue to develop skills through vocabulary acquisition, informational writing, argumentative writing, research, and oral presentations. This course develops skills at an accelerated pace for students who want experiences that will prepare them for advanced work in a college situation.

### World Literature—CCP 221

CCP  
Full Year  
1 Credit  
Gr. 10



In this course, students will explore world literature that is chosen for its relevance as an expression of human thought and its relationship to students' own experiences. Students will learn to analyze texts and research, understand the societies from which they emerged, and recognize the roles those societies played in shaping today's world. Literature will represent a variety of genres and cultures. Students will continue to develop skills through vocabulary acquisition, informational writing, argumentative writing, research, and oral presentations.

### World Studies 808

ACC/CCP  
Full Year  
2 Credits  
Gr. 10



World Studies is an interdisciplinary course that combines history and literature. This course emphasizes the intricate thematic connections between history and literature. Analysis of historical sources and documents coupled with analysis of literature will be the main focus through reading, writing, and collaborative projects. This course examines problems in the world today and seeks to understand the root historical causes of these issues. This is a team-taught course that meets both 'A' days and 'B' days. It fulfills the graduation requirements for World History and World Literature. Students may contract for accelerated credit.

### American Literature—ACC 216

ACC  
Full Year  
1 Credit  
Gr. 11



This course focuses American literacy and cultural themes, as reflected in a variety of literature including poetry, drama, fiction, and non-fiction texts reflecting major movements in American history. Students will continue to develop skills through vocabulary study, literary analysis, research, and composition. This course develops 21st century skills to prepare students to be active participants in society. Class will move at an accelerated pace of students who want experiences that will prepare them to advanced work in college situation.

### American Literature—CCP 218

CCP  
Full Year  
1 Credit  
Gr. 11



This course focuses American literacy and cultural themes, as reflected in a variety of literature including poetry, drama, fiction, and non-fiction texts reflecting major movements in American history. Students will continue to develop skills through vocabulary study, literary analysis, research, and composition. This course develops 21st century skills to prepare students to be active participants in society.

## American Studies

816

ACC/CCP  
Full Year  
2 Credits  
Gr. 11



American Studies is an interdisciplinary course that combines historical evidence with an analysis of literature to answer essential questions concerning American culture. Through a variety of activities such as group projects, discussion, oral presentations, simulations, and analysis, students will be given an opportunity to connect the studies of history, literature, art, philosophy, and music. This is a team taught class that meets both 'A' days and 'B' days. This course meets the requirements for both United States History and American Literature courses. Students may contract for accelerated credit.

## AP® English Language and Composition 270

AP  
Full Year  
1 Credit  
Gr. 11



The AP English Language and Composition course focuses on the rhetorical analysis of American fiction, poetry, drama, and nonfiction prose. The course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts, and in becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. Students will expand their understanding of how written language functions rhetorically, especially in terms of argumentation and persuasion to communicate writers' intentions and elicit readers' responses in particular situations. Reading and writing activities in the course also deepen students' knowledge and control of formal conventions of written language. **A strong background in English is required. This course satisfies the American Literature graduation requirement. Prerequisite: Successful completion of ACC World Literature/Studies or departmental approval. Note : Summer preparatory work may be an additional requirement of the course.**

## Analysis of Literary Movements

271

ACC  
Full Year  
1 Credit  
Gr. 12



This year long accelerated course will take students through prominent literary movements in Western Civilization. Beginning with the Renaissance, students will examine the cause and the impact of significant literary movements from the 14th century through the 20th century. The course will center on literature from each period. Students will study not only the movement itself, but also the response to movement. Students will make connections between cultures and traditions and the art they influence, as literature and philosophy change from one period to the next. Selected poetry, non-fiction, drama, informational text, and fiction will serve as prompts for discussion and writing.

## Creative Book Transformation

230

ACC/CCP  
Half Year  
0.5 Credit  
Gr. 10-12



This course will focus on student-selected literature that influences creative writing. Students will choose their own books to analyze and transform into interpretative, creative pieces. Over the course of the semester, students will have an opportunity to create the following forms of writing: literary analyses, perspective/voice pieces, character letters and diary entries, found and original poetry, research based writing, personal narratives, two-voice and pantoum poetry, news articles and broadcasts, compare and contrast analyses, and more. Creative artistic pieces will also be an integral part of the course. The completed pieces of writing and art will be compiled into two long term book transformation projects. Book transformation is a form of altered art that displays personal writings and art interpreting a text. Students may contract for accelerated credit in this course.

## Creative Writing I

229

ACC/CCP  
Half Year  
0.5 Credit  
Gr. 11-12



This course is designed for juniors and seniors who want to explore different genres of creative writing at a more intense level than in Freshman English, World Literature and American Literature. Students will read and write poetry, short fiction, and creative nonfiction. Revision and both peer and teacher writing conferences will be important aspects of the course. Students will write and have an option to share original pieces. Students may contract for accelerated credit.

## Creative Writing II

231

ACC  
Half Year  
0.5 Credit  
Gr. 11-12



This course is designed for students who have already explored creative writing in a semester of Creative Writing I. In Creative Writing II, students will focus their writing by completing more intense author/genre studies, peer and teacher conferences, workshops with outside writers and attendance at outside readings; all geared towards the goal of creating individual collections.

## Expository Writing—ACC

209

ACC  
Half Year  
0.5 Credit  
Gr. 12



Expository Writing is a course in nonfiction writing designed to foster critical and complex thinking. Students will compose a variety of analytical essays in the following genres: personal, definition, compare and contrast, persuasive, and research. Throughout the course, emphasis will be placed on prewriting, revision, and frequent peer and teacher conferences. In addition, the class will read informational texts as a means of exploring writing strategies and of understanding the links between reading and writing. Vocabulary development and grammar and usage will be regular features of this course. This course develops skills at an accelerated pace for students who want experiences that will prepare them for advanced work in a college situation.

**Expository Writing—CCP 217**

CCP  
Half Year  
0.5 Credit  
Gr. 12



Expository Writing is a course in nonfiction writing designed to foster critical and complex thinking. Students will compose a variety of analytical essays in the following genres: personal, definition, compare and contrast, persuasive, and research. Throughout the course, emphasis will be placed on prewriting, revision, and frequent peer and teacher conferences. In addition, the class will read informational texts as a means of exploring writing strategies and of understanding the links between reading and writing. Vocabulary development and grammar and usage will be regular features of this course.

**Gender Issues in Literature 262**

ACC  
Half Year  
0.5 Credit  
Gr. 12



In Gender Issues in Literature, students explore the roles, attitudes, and behaviors of men and women throughout the ages as portrayed in literature. Students will make connections between the cultures and traditions of various societies and the impact they have on the relationships of men and women. Selected poetry, non-fiction, informational text, and fiction will serve as prompts for discussion and writing.

**Graphic Novel as Literature 268**

ACC/CCP  
Half Year  
0.5 Credit  
Gr. 12



The graphic novel is quickly becoming a popular medium of literature and is winning critical acclaim in the literary and academic world. This course will prepare students with the skills to read, critique, and enjoy this mode of literature through choice reading and genre study. Students will explore how fiction and nonfiction work in graphic novels both by reading and creating short comics. Students may contract for accelerated credit.

**Introduction to Critical Analysis—ACC 224**

ACC  
Half Year  
0.5 Credit  
Gr. 12



This course prepares students to read, write, speak, and listen in order to critically analyze a variety of genres of text. Emphasis will be placed on analysis strategies for developing effective critiques on literary and informational topics. Additional focus will be placed on evaluating opinions and collaborating through discussion as a means to critique literary and informational texts. This course develops skills at an accelerated pace for students who want experiences that will prepared them for advanced work in a college situation.

**Introduction to Critical Analysis—CCP 223**

CCP  
Half Year  
0.5 Credit  
Gr. 12



This course prepares students to read, write, speak, and listen in order to critically analyze a variety of genres of text. Emphasis will be placed on analysis strategies for developing effective critiques on literary and informational topics. Additional focus will be placed on evaluating opinions and collaborating through discussion as a means to critique literary and informational texts.

**Journalism 263**

ACC/CCP  
Full Year  
1 Credits  
Gr. 11-12



This course provides students with an opportunity to explore the various types of journalism. There will be a focus on print and radio/broadcast journalism with culminating projects in each field. In addition, students will learn about the legal and ethical demands of a reporter. Students will learn to write a variety of newspaper articles, conduct interviews, and learn editing techniques. This course emphasizes the acquisition and application of 21<sup>st</sup> century skills, as well as media literacy. Students may contract for accelerated credit.

**Modern World Literature 260**

ACC  
Half Year  
0.5 Credit  
Gr. 12



In this course, students will explore current human rights issues through the lens of philosophy and contemporary literature. They will build a foundation of various modern philosophical movements, examine current human rights infractions in literature and in world events, and explore how modern cultures affect one another. Students will also work on developing college-level analytical reading and writing skills.

**Portfolio Writing 172**

ACC/CCP  
Half Year  
0.5 Credit  
Gr. 10-12



Portfolio Writing is a workshop course that focuses on drafting, editing and revising on topics and issues of the students' choice. Students will choose and analyze a variety of fiction and nonfiction books, poems, and articles and create narrative, informative and argumentative writing pieces to be collected in a quarterly portfolio. Additionally, there is a focus on honing time management skills, independent productivity and collaboration. The course will be a heterogeneous mix of students in which students may choose to contract for accelerated credit.

**Shakespeare 235**

ACC  
Half Year  
0.5 Credit  
Gr. 12



Students in Shakespeare engage in analysis of Shakespeare's works. Representative plays and poetry will be read and critiqued through discussion and writing. In addition, the literature will be studied within the historical and cultural context of Elizabethan/Jacobean England. Each student will be required to complete a research project on one aspect of Shakespeare's work. Students will read scholarly works on Shakespeare.

## The Short Story and Its Writer

255

CCP  
Half Year  
0.5 Credit  
Gr. 12



Students in this course will trace the development of the art of short story writing from the nineteenth century and twentieth century. Students will study a number of authors and literary movements. Writing skills such as character development, construction of plot, point of view, setting, and figurative language, will be developed through analysis and practice. Students will complete analytical, argumentative and research based essay writing. In addition to the texts that are read and the writing that is completed, class discussions, grammar study, and vocabulary study will be integral components of

## AP® English Literature and Composition 227

AP  
Full Year  
1 Credit  
Gr. 12



AP Literature and Composition is a humanities course in which we will be examining the literature, art, music and philosophies of our world. In this course, students will read and examine literature from a range of time periods and a range of genres including novels, poetry, drama and short stories. We will be going far beyond plot to identifying the techniques writers use to effectively communicate their complex ideas including examining figurative language, point of view, style, structure of the text and major themes integrated within the text. Students will also complete and revise informal responses and formal critical analysis/argumentative and evaluative essays. The primary goal of this course is to develop students into readers and writers capable of experiencing, interpreting and evaluating great works of literature and of thinking critically about the historical, cultural, psychological and sociological impact of these works. The literature, writing, and projects used in this course are meant to be intellectually stimulating and are often demanding. In order to have an enriching experience, a strong background in English is required. **Prerequisite: Successful completion of ACC American Literature/Studies, AP Language & composition or departmental approval. Note : Summer preparatory work may be an additional requirement of the course.**

## Film Studies—Elective

264

ACC/CCP  
Half Year  
0.5 Credit  
Gr. 10-12

This course will introduce filmmakers and their works which have had significant influence on the medium and the society to which they were presented. Students will watch and critique films, learn about the process of creating a film, and become familiar with the terminology that goes into a production. Students may contract for accelerated credit. ***This course does not fulfill graduation requirements for students in English.***

## Public Speaking—Elective

266

ACC/CCP  
Half Year  
0.5 Credit  
Gr. 10-12

Through a focus on strategies and the best practices for public speaking, this course will prepare students to speak and make presentations in front of an audience. The class will provide students opportunities to practice and gain confidence while speaking in a variety of venues. Students will learn how to integrate a speech with visual effects, such as PowerPoint. Students may contract for accelerated credit. ***This course does not fulfill graduation requirements for students in English.***

## Mythology and the Classical World - Elective

344

ACC  
Half Year  
0.5 Credit  
Gr. 9-12



Mythology and the Classical World aims to familiarize students with the stories, daily lives, languages, and cultural beliefs of the people who lived in ancient Rome and Greece. Through literature, arts, archaeology, politics, and philosophy, students will answer the question, "What can we learn by studying these ancient cultures?" We will open the world of gods, gladiators, philosophers, heroes, bards, the Parthenon, the Seven Wonders, the Colosseum, and the emperors. Through response papers and essays, creative projects that put students in the shoes of ancient people, and even learning the basic building blocks of Latin and Greek, students will make connections between ancient times and today. ***This course does not fulfill graduation requirements for students in English.***

# Entertainment Technology

The Entertainment Technology Department introduces students to the world of computer design. Students have the opportunity to explore course work that prepares them for the real world of computer design. Students will learn and use the same techniques and programs that professionals use in designing the visuals for state of the art video games and Pixar movies. Students will be able to utilize their creativity and learn valuable technology skills.

## Course Descriptions:

### Evolution of Games 150

CCP  
Half Year  
0.5 Credit  
Gr. 9-12

Today's professional game designers understand and implement dynamics from many different types of games in their blockbuster hits. In this course, students will explore ancient cultures, their games, and how they designed games using the available technology and resources. Find out more about the benefits game playing has within a society. Students will prototype and play games as well as get hands-on experience by creating their own games.

### Screenwriting 158A

CCP  
Full Year  
0.5 Credit  
Gr. 9-12

Why do we cry at movies? Or cheer? Why do thrillers put us on the edge of our seats? With this course you'll learn the nuts and bolts of dramatic story writing. You'll then create your own journey using the Hero's Journey as your guide as you apply your skills to writing your own video game narrative and script! You'll improve your skills in creative writing, character development, collaborative storytelling, and creative self-confidence to develop the storyline for what could become a video game sensation!

### 3D Modeling 151

CCP  
Half Year  
0.5 Credit  
Gr. 9-12

Students will learn the 3D modeling techniques used in the world today. Using 3DS Max, students will work in this highly skill-based art form to manipulate and sculpt pure imagination into substantial forms. By the end of the course, students will have developed a portfolio of original projects that students can use when applying for an internship, higher education, or a job. **Prerequisite: Successful completion of Evolution of Games.**

# Family and Consumer Science Department

The Family and Consumer Science Department at Timberlane Regional High School provides students the opportunity to explore areas of foods and nutrition, textiles, and home and family living. Through these areas, students are able to develop their cognitive and creative abilities while also understanding themselves, family and society, and career opportunities available. The Home Technology program helps students grow to become more responsible adults in a rapidly changing society.

## Course Descriptions:

<b>Child Development</b>	<b>501</b>	<b>Contemporary Culinary Arts</b>	<b>515</b>
NL Full Year 1 Credit Gr. 10-12	This course offers students a practical understanding of child development from conception through the school-age. Content areas include birth, infants, toddlers, pre-school age children, physical, social, and emotional development, the importance of play, teaching with toys, and language development. Emphasis will be placed on the central role parents play during these formative years.	NL Half Year 0.5 Credit Gr. 10-12	After taking this introductory foods course, you will be able to answer the question, "What's cooking?" Topics include buying and storing fresh ingredients, planning delicious meals, understanding the origins of various foods and their composition, plus an understanding of what happens when food is cooked. This course combines practical experience with the basic skills and culinary techniques to teach the fundamentals of food preparation from "soup to nuts."
<b>Child Care</b>	<b>503</b>	<b>Gourmet Foods</b>	<b>513</b>
NL Full Year 1 Credit Gr. 11-12	This in-depth course takes child development one step further in understanding how to teach young children through lesson planning into how an early child care center is successfully operated. Students will be in charge of planning two "Bring a Child to School Days" where they will create an educational environment to go along with a meaningful and developmentally appropriate schedule and activities for young children that are visiting for the day. <b>Prerequisite: Successful completion of Child Development</b>	NL Half Year 0.5 Credit Gr. 11-12	This course challenges students' creativity while exploring advanced food preparation. A "cook's tour" will find the students learning the art of Chinese and Mexican cooking, discovering how to cook Italian style, and much more. Students will also learn to cook for catered events. <b>Prerequisites: Successful completion of Contemporary Culinary Arts</b>
<b>Creative Sewing</b>	<b>505</b>	<b>Baking and Pastries</b>	<b>512</b>
NL Half Year 0.5 Credit Gr. 11-12	Students will put their creativity to work while learning fundamental techniques in sewing and equipment use. Beginners will be steered through projects of their choice such as constructing pillows, togas, sweatpants, and curtains. Machine appliqué, fabric painting, and creative machine stitches will be used to add flair to student projects.	NL Half Year 0.5 Credit Gr. 11-12	This course offers an insight into the world of baking. Students will decorate cakes, knead dough, frost cupcakes, and much more. Students will be introduced to the art of candy making and learn to bake for catered events. <b>Prerequisite: Successful completion of Contemporary Culinary Arts</b>
<b>Designing Homes</b>	<b>525</b>		
NL Half Year 0.5 Credit Gr. 9-12	Home design, a subset of interior designers, are responsible for a residential space's function and decoration. They bring structure and appeal to new homes or rework existing spaces. Students will create home designs with the use of computer-aided design software to create spatial layouts, lighting systems and color schemes. They will select furniture, fabrics and accessories to design functional and aesthetically pleasing		

# Health and Physical Education Department

The Health and Physical Education programs at Timberlane Regional High School are designed to develop an awareness of the need for improving and maintaining one's total health. Emphasis is placed on the development of healthy attitudes, which will serve the individual throughout his or her life. All students are required to take Health I along with three of the Health and/or Physical Education electives.

## Course Descriptions:

### Health I 402

CCP  
Half Year  
0.5 Credit  
Gr. 9-12

The Health I course is designed for students to develop the essential health skills necessary to adopt, practice, and maintain health-enhancing behaviors. Students will be taught functional health information related to: Personal Health and Skills, Mental and Emotional Health, First Aid, CPR and AED, Alcohol, Tobacco, and Other Drugs, Nutrition, and Human Sexuality. The goal of this course is to shape personal values and beliefs that support healthy behaviors and lifestyles.

### Health II 412

CCP  
Half Year  
0.5 Credit  
Gr. 10-12

The Health 2 course will expand upon skills and knowledge developed in Health I. Students will be required to apply functional knowledge in the classroom and community setting. The skills based units will include topics of: Eating Disorders, Addiction and Recovery, Healthy Relationships, Dating Violence, Environmental Health, and basic fitness concepts. The goal of this course is to help support students develop healthy behavior changes to live a healthier life.  
**Prerequisite: Successful completion of Health I.**

### Introduction to Physical Education

Grade 9 403  
Grade 10-12 405

CCP  
Half Year  
0.5 Credit

This is an introductory level course that will allow students to engage in a variety of physical activities including team sports, racket and net games, project adventure, as well as, recreational and leisure activities

### Introduction to Fitness

Grade 9 414  
Grade 10-12 415

CCP  
Half Year  
0.5 Credit

This course will allow each student to develop the knowledge and skills needed to live an active, healthy lifestyle. This is an introductory course that will focus on the five components of physical fitness; cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition. The course will include, but will not be limited to, basic weight training techniques, walking/jogging programs, yoga, and more.

### Advanced Strength Training and Conditioning 416

CCP  
Half Year  
0.5 Credit  
Gr. 9-12

This course is geared towards motivated individuals, who want to take their fitness training to the next level. The focus of this course will be advanced weight training techniques using Olympic style lifts; power clean, dead lift, split jerk, back squat, as well as other functional strength training exercises. This course will include speed and agility training utilizing bodyweight exercises, cone drills, and agility ladders. This course will also cover fitness based yoga to help improve flexibility.  
**Prerequisite: Successful completion of Introduction to Fitness and/or Departmental approval.**

### Competitive Physical Education 417

CCP  
Half Year  
0.5 Credit  
Gr. 9-12

Students in this course will participate in a variety of team sports and leisure time activities. Emphasis will be on competitive game play rather than specific skill development.  
**Prerequisite: Successful completion of Introduction to Physical Education and/or Departmental approval.**

### Unified/Adaptive Physical Education 418

CCP  
Half Year  
0.5 Credit  
Gr. 9-12

This course is designed for students who are interested in sharing their knowledge with students who need one-to-one assistance to succeed in a physical education setting. And help them participate in a range of physical activities, as well as provide support to help them understand topics in health education including but not limited to personal advocacy, safety and violence prevention, nutrition, puberty, mental and emotional health. This course is an excellent course for students considering careers in education or in working with the special needs population.  
**Prerequisite: Successful completion of Introduction to Physical Education, Health 1**

### Studies in Women's Health and Wellness 400

CCP  
Half Year  
0.5 Credit  
Gr. 10-12

The focus of this course is to learn about health issues young women will face in their transition from high school to adulthood. A combination of fitness activities and unique classroom learning experiences will foster self-empowerment for personal health promotion. This course will include topics related to Women's Sexual Health, Safety & Violence Prevention, Career & Leadership Preparation, Consumer Health Information, Common Women's Disease Prevention & Education, and Exercise & Weight Maintenance.  
**Prerequisite: Successful completion of Health 1.**

# Industrial Technology Department

The Industrial Technology Education Department provides problem-solving instruction and activities of experimenting, designing, constructing, and evaluating through the use of tools, computers, machines, materials, and processes. The applied knowledge and skills acquired through our courses will assist the student in making informed and meaningful school-to-career choices.

## Course Descriptions:

### Introduction to Industrial Trades 550

NL  
Half Year  
0.5 Credit  
Gr. 9-12

This course is designed to provide students with introductory learning in all fields of industrial arts. Woodworking, Welding/metal working, Automotive, Plumbing, Electrical, Power and Energy, HVAC, Masonry, Construction, CNC/CAD/CAM Hands on experiences as well as industry professionals demonstrating specific activities that are the staple to their industry will be explored by students. Students will have the foundations to enter a vocational program and be able to succeed in that selected trade.

### Materials and Manufacturing / Wood Tech I 577

NL  
Half Year  
0.5 Credit  
Gr. 9-12

This course is designed to give students interested in this area a sample of various forms of woodworking. Students will cover basic skills and proper safety in the areas of hand tools, power tools, machines, CNC, woodturning and cabinetry.

### Materials and Manufacturing / Wood Tech II 579

NL  
Half Year  
0.5 Credit  
Gr. 10-12

Students will participate in the problem-solving process to construct various advanced projects using CNC technology, and a variety of manufacturing processes. **Prerequisite: Materials & Manufacturing / Wood Technology I or Departmental approval.**

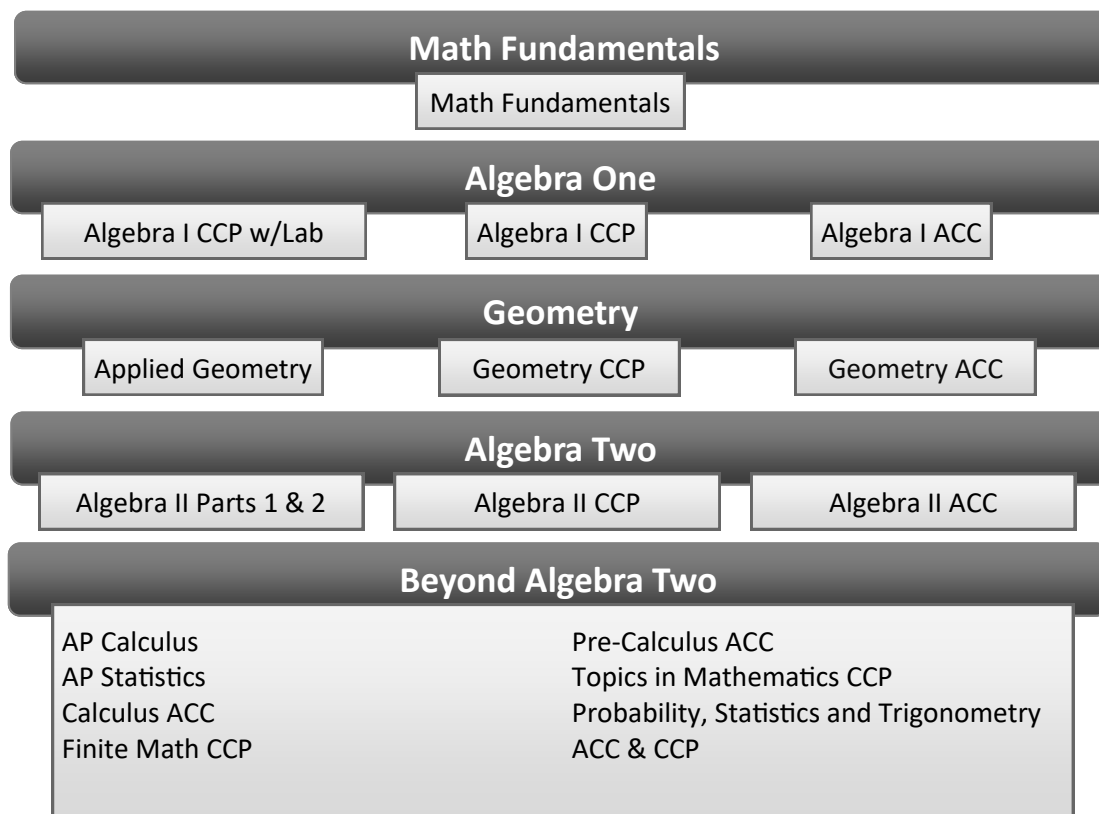
### Materials and Manufacturing / Wood Tech III 580A

ACC  
Half Year  
0.5 Credit  
Gr. 11-12


Advanced students will challenge themselves to create masterful woodworking projects. Students will use their knowledge to benefit the entry level student with one on one interaction. Higher expectation to learn must be used by all advanced students to better improve themselves as craftsman. **Prerequisite: Materials & Manufacturing / Wood Technology II or Departmental approval.**

# Mathematics Department


In *Math Matters: The Links Between High School Curriculum, College Graduation, and Earnings*, Heather Rose and Julian R. Betts find a strong relationship between taking advanced math courses in high school and earnings ten years after graduation. By its very nature, mathematics lends itself to applications in many different disciplines. A working knowledge of mathematics is a necessity for life. The process of acquiring and utilizing math skills and concepts increase the potential for each student to be successful in any career. All students should consult their mathematics teachers for assistance in determining the sequence of their math courses. The math curriculum is written under the guidance of the Common Core State Standards, which are embedded in the New Hampshire College and Career Ready Standards.



## Course Descriptions:

Math Fundamentals		603	Algebra I—ACC		607
CCP	Math Fundamentals is designed to provide students a solid foundation to students before they pursue the study of Algebra I. In this highly differentiated program, students will review a variety of fundamental, pre-algebraic, and algebraic concepts and skills. Students will also develop their organizational, study, and test-taking skills, as well as the habits of mind and math practices that support success in future math classes. <b>Notes: This course is open only to students by recommendation. This course does not fulfill the Algebra I requirement.</b>		ACC	Algebra I—ACC will move at a fast pace and is designed for students who have strong mathematical skills and excellent study habits. Students will develop problem-solving skills through the use of algebra, functions, relations, and analysis. They will become fluent in algebraic simplification, solving equations, inequalities, and systems, and analyzing and transforming both linear and non-linear functions. Models, tables, equations, and graphs will form a basis for interpreting and analyzing data. Students will be expected to effectively communicate their processes both orally and in writing, to critique the reasoning of others, and to solve open-ended and non-routine problems. This course solidifies the foundation for all future math courses.	
Full Year			Full Year		
1 Credit			1 Credit		
Gr. 9			Gr. 9		
					


Algebra I—CCP 609

CCP  
Full Year  
1 Credit  
Gr. 9  
 Students in Algebra I—CCP will develop problem-solving skills through the use of algebra, functions, relations, and analysis. Students will become fluent in algebraic simplification, solving equations, inequalities, and systems, and analyzing and transforming both linear and non-linear functions. Models, tables, equations, and graphs will form a basis for interpreting and analyzing data. Students will be expected to effectively communicate their processes both orally and in writing and to critique the reasoning of others. This course solidifies the foundation for all future math courses.


Algebra Lab 610

NL  
Full Year  
1 Credit  
Gr. 9  
This course will run concurrent with Algebra I—CCP classes. Students are assigned to the Algebra Lab based upon teacher recommendations. This Lab course is aligned conceptually and chronologically to the Algebra I—CCP course and provides students with the extra instruction and practice needed to be successful in Algebra I. **Note: This course does not fulfill graduation requirements for students in mathematics.**

Geometry—ACC 613

ACC  
Full Year  
1 Credit  
Gr. 9-10  
 Geometry—ACC is a rigorous course that involves students in a comprehensive study of geometric figures and relationships. Many aspects of geometry are included: theory and application; informal and formal reasoning; symbolic and visual thinking; synthetic, coordinate and transformational methods. Students will form conjectures, which are justified by logical reasoning (proof), with students gradually learning the necessary skills to produce convincing arguments. **Prerequisite: Eighth grade team placement for students entering ninth grade. Successful completion of Algebra I.**


Geometry—CCP 615

CCP  
Full Year  
1 Credit  
Gr. 10-12  
 Geometry—CCP engages students in the study of geometric figures and relationships. It integrates algebraic skills with the study of shape, size, congruence, similarity, ratio, and proportion and deals primarily with plane figures. Students will use theory and application, informal and formal reasoning, symbolic and visual thinking, as well as synthetic, coordinate and transformational methods. Inductive and deductive reasoning will be incorporated for students to experience the logical reasoning process and presentation of sound arguments. **Prerequisite: Successful completion of Algebra I.**


Applied Geometry 616

CCP  
Full Year  
1 Credit  
Gr. 10-12  
This course is designed to support students who have had difficulty with the Algebra I concepts. Applied Geometry will engage and challenge students with all the topics presented in a traditional geometry program. These topics include angle and segment measurement, triangles, quadrilaterals, congruency, parallelism, similarity, circles, and an introduction to trigonometry. The program is designed to appeal to all learners with topics introduced by using hands-on activities that reflect real-life applications. Technological tools and Internet-based resources will be an integral part of classroom activities. **Prerequisite: Successful completion of Algebra I.**


Algebra II—ACC 619

ACC  
Full Year  
1 Credit  
Gr. 10-12  
 Algebra II—ACC is a rigorous, in depth course in the study of functions and applications that model real life situations. Students will refine skills from Algebra I to develop a deeper understanding of the axiomatic system with emphasis on the concepts of sets, functions, graphical representations, and problem solving. **Prerequisites: Successful completion of Algebra I and Geometry.**

Algebra II—CCP 621

CCP  
Full Year  
1 Credit  
Gr. 10-12  
 Algebra II—CCP is the study of functions and applications that model real life situations. Students will review and refine skills from Algebra I to develop and improve their understanding of sets, functions, graphical representations, and problem solving. **Prerequisites: Successful completion of Algebra I and Geometry.**

Algebra II—Part 1 623

CCP  
Full Year  
1 Credit  
Gr. 11-12  
 This course provides the student with the basic algebra manipulation skills needed to compute solutions. The algebra topics offered are signed numbers, polynomial operations, solutions of linear equations and inequalities involving numerical and literal terms, factoring polynomials, word problems, formula manipulation, graphing linear equations, systems of linear equations and equations by factoring or the quadratic formula as well as quadratic equations and exponential functions. **Prerequisites: Successful completion of Algebra I and Geometry.**

CCP  
Full Year  
1 Credit  
Gr. 11-12

This full-year course is designed to follow Algebra II—Part 1. Students complete their study of Algebra II, including exponential, logarithmic, power, and periodic functions. Students will improve their understanding of sets, functions, graphical representations, and problem-solving. **Prerequisite: Successful completion of Algebra II Part 1.**



### Probability, Statistics and Trigonometry 642

ACC  
Full Year  
1 Credit  
Gr. 11-12

ACC is a rigorous, in-depth course in the study of advanced algebra topics that model real life situations. Students will review and refine skills from Algebra II to develop and improve their understanding of the world around them. The topics covered include Trigonometry, Probability, Statistics, Sequences and Series, Matrices and Logic Theory. This course is designed to prepare students for PreCalculus and/or college math. **Prerequisite: Successful completion of Algebra II and Teacher Recommendation**



### Probability, Statistics and Trigonometry 641

CCP  
Full year  
1 Credit  
Gr. 11-12

CCP is the continuing study of algebra topics that model real life situations. Students will review and refine skills from Algebra II to develop and improve their understanding of the world around them. The topics covered include Trigonometry, Probability, Statistics, Sequences and Series, Matrices and Logic Theory. **Prerequisite: Successful completion of Algebra II**



### Finite Mathematics 639

CCP  
Full Year  
1 Credit  
Gr. 11-12

Finite Mathematics provides a survey of mathematical analysis techniques used in the working world. Students will gain valuable experience organizing and analyzing information, with an emphasis on using math to solve real-world problems. Areas of study include matrices, linear programming, combinatorics, probability, statistics, logic, and finance. This course will include significant use of the graphing calculator, which is required for this course (TI-84 calculator is recommended). **Prerequisite: Successful completion of Algebra II or Departmental approval.**



CCP  
Full Year  
1 Credit  
Gr. 11-12

In today's society, individuals need both knowledge and mathematical skills in order to make informed decisions. In this course, students will study topics regarding financial literacy, such as personal finance, purchasing, and investment; statistics, such as professional athletics and voting; and workplace, such as construction and budgeting. Students will develop and apply the math skills needed to successfully navigate these topics in the real world. **Prerequisite: Successful completion of Algebra II part 1 or Departmental approval.**

### Pre-Calculus 629

ACC  
Full Year  
1 Credit  
Gr. 11-12

Pre-Calculus is a course that extends and integrates the learning from both Geometry and Algebra 2 courses. It provides an in-depth, rigorous study of functions and their properties. Functions to investigate include Linear, Quadratic, Polynomial, Rational, Radical, Piece-wise, Exponential, Logarithmic, and Trigonometric. Representations and analysis of these topics will occur numerically, algebraically, and/or graphically (both with & without technology). Additional topics to be covered as time permits include Vectors, Law of Sines & Cosines, Polar Coordinate System, Parametric Equations, Analytic Geometry, and Sequences & Series. **Prerequisite: Successful completion of Algebra II or Departmental approval.**



### Calculus 640

ACC  
Full Year  
1 Credit  
Gr. 12

Topics to be studied include limits of functions, the derivative, and definite and indefinite integrals. Applications of the derivative and integral will be emphasized. This course will include frequent use of the graphing calculator, which is required for this course (TI-84 calculator is recommended). **Prerequisite: Successful completion of Pre-Calculus or Departmental approval.**



**For more information on dual enrollment opportunities, please see pg. 10**

AP  
Full Year  
1 Credit  
Gr. 12



Topics discussed will include limits and continuity, the derivative and definite integral with applications of both concepts, transcendental functions, techniques of integration and factors. A packet of summer review work will be required. The course will include significant use of the graphing calculator as aligned with the expectations of the College Board for the Advanced Placement Exam. Students may receive college credit for this course by successfully passing the AP Exam in May (a course expectation). Summer work is required. **Prerequisite: Successful completion of Pre-Calculus or Departmental approval.**

AP  
Full Year  
1 Credit  
Gr. 12



AP Statistics immerses students with the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will frequently work on projects involving the hands-on gathering and analysis of real world data. Ideas and computations presented in this course have immediate links and connections with actual events, experiments and research. Computers and calculators will assist students in their deepened work on the concepts involved in statistics. Students may receive college credit for this course by successfully passing the AP Exam in May (a course expectation). Summer work is required. **Prerequisite: Completion of Algebra II Accelerated with a final grade of B or higher, or completion of introduction to Probability and Statistics with a final grade of B or higher, or Department Approval.**

# Music Department

The curriculum of the Timberlane Regional High School Music Department is built on the philosophy of providing a comprehensive program for the involvement of persons of all ages in learning music. Our goal is to build a vital musical culture and an enlightened musical public. The curriculum is designed to provide a program of study that correlates performing, creating, and listening to music, and encompasses a diversity of musical behaviors. It is designed to advance the teaching of music of all periods, styles, forms, and cultures. The curriculum offered provides the opportunity for every student at Timberlane, no matter what his/her musical background, to select an offering at his/her particular level of musical knowledge.

## Course Descriptions:

### Band 057

NL  
Full Year  
1 Credit  
Gr. 9-12

Instrumental Performing Arts Band consists of three families of instruments: woodwinds, brass, and percussion. The ensemble is divided into numerous groups throughout the year such as: marching band, concert band, small ensembles, and soloists. The band performs at all football games, two major concerts, competitions, major trips, and parades. Students in all groups are expected to be at all rehearsals and performances and be willing to give additional independent practice at home. **Prerequisite: Director's approval.**

### Orchestra 058

NL  
Full Year  
1 Credit  
Gr. 9-12

Instrumental Performing Arts Orchestra prepares string orchestra as well as full orchestra repertoire. The string orchestra instrumentation consists of students performing violin, viola, cello or bass violin and piano only. Winds, brass, and percussion are drawn from the I.P.A. Band when full orchestra works are prepared. The orchestra participates in all school concerts, large group competition, and all major trips. Students are expected to be at all rehearsals and performances and be willing to give additional independent practice at home. **Prerequisite: Director's approval.**

### Concert Choir 055

NL  
Full Year  
1 Credit  
Gr. 9-12

The Concert Choir is offered to all students. Students in Concert Choir must accept the responsibility that comes with participation in a large musical ensemble. Through the performance of various genres and musical periods of musical repertoire, students will learn to appreciate the aesthetic value of singing choral music. The Concert Choir will perform three major school concerts, along with competitions such as New Hampshire Music Educators Large Group Festival, and at school/community functions where student participation is part of the course requirements. **Prerequisite: Director's**

### Jazz Band—ACC 061

ACC  
Full Year  
1 Credit  
Gr. 9-12

Jazz Band students are selected by the Band Director in April. Every student wishing to be in Jazz Band should express this to the Band Director by March 1 of the year previous in which the course will be taken. Students chosen for Jazz band are selected on their musical abilities in band, with the exception of those wishing to play electric guitar, piano, and electric bass. Students who play the latter instruments mentioned should see the Band Director immediately to arrange for an audition. Jazz Band will perform jazz concerts, assemblies, competitions, trips when applicable, and other activities where Jazz Band would be suitable. **Prerequisite: Director's approval.**

Survey of Music 051

CCP  
Half Year  
0.5 Credit  
Gr. 9-12  
Music is all around us. There are not many moments in any given day when we are not influenced by music, yet the understanding of music is a mystery that only a select few seem to understand. This should not be true. Music is enjoyable and meant for all. This course will consist of the study of electronic music, listening, theory, history, hands-on experiences with instruments, the human voice, and acoustics of music. Through this course, all will gain a greater understanding of music and be more discriminating listeners in the future.

Theory I 063

ACC  
Half Year  
0.5 Credit  
Gr. 9-12  
Students will study the fundamental elements of music; melodic, rhythmic, and harmonic, through hearing, playing, and the writing of material. Development of sight singing, and aural training in scales, intervals, and rhythmic patterns will be taught. **Prerequisite: Instructor's approval.**

Theory II 065

ACC  
Half Year  
0.5 Credit  
Gr. 9-12  
In addition to the materials discussed in Theory I, the students will have individual projects in the areas of arranging and orchestration. Theory II is a continuation of Theory I, which is a prerequisite for this course. **Prerequisite: Successful completion of Theory I.**

Guitar I TBD

CCP  
Half Year  
0.5 Credit  
Gr. 9-12  
Students will explore the fundamental skills of playing acoustic guitar through several different playing styles. Topics covered include strumming open chords, reading sheet music and guitar tablature, playing famous guitar riffs and songs from genres including rock, pop, folk, indie, and beyond. Students enrolled in this course will only be using acoustic guitars. Students are encouraged to use their own acoustic guitars.

Guitar II 069

CCP  
Half Year  
0.5 Credit  
Gr. 9-12  
This course is a continuation of Guitar I. Students will study intermediate skills including fingerpicking, barre chords, extended harmonies, picking techniques, playing solos, reading sheet music in other positions on the guitar neck, and classical techniques. Students enrolled in this course will only be using acoustic guitars. Students are encouraged to use their own guitars. **Prerequisite: Successful completion of Guitar I or Director's approval.**

Guitar Orchestra 070

NL  
Full Year  
1 Credit  
Gr. 9-12  
Guitar Orchestra prepares guitar students in popular and classical music literature. Guitar Orchestra will consist of acoustic guitars only and will be supplemented by opportunities to perform on bass and baritone guitars. The Guitar Orchestra will participate in three annual school concerts. **Prerequisite: Successful completion of Guitar II or Director's approval.**

Chamber Ensemble 056


ACC  
Full Year  
1 Credit  
Gr. 10-12  
Chamber Singers students will be selected by the Chorus Director in September. Every student wishing to be in the Chamber Singers should express this to the Chorus Director by March 1, of the previous year. Students chosen for the Chamber Singers will perform in all concerts, assemblies, competitions and trips where applicable and other activities where the Select Ensemble would be suitable. **Prerequisite: Director's approval.**

# Science Department

In planning a course of study in science, each student should consider graduation requirements, educational and career goals, and individual interests. The Timberlane Science Department offers core courses in physical and life sciences and half-year electives in life and earth sciences to support the needs, goals, and interests of Timberlane students. Using laboratory and fieldwork to support classroom instruction and discussion each course develops an appreciation for the nature of science and critical skills for scientific thought, conceptual understanding, experimentation, data acquisition, analysis skills, and facility in communicating experimental results. Courses are offered at College & Career Prep., Accelerated, and Advanced Placement levels to accommodate individual differences in learning style and goals. Students contemplating Accelerated level courses should ensure that they elect a mathematics program of equal rigor. Students and their parents are encouraged to discuss their programs with faculty members early in their careers. The Science Curriculum is written in adherence with the New Hampshire Department of Education Curriculum Frameworks for Science.


## Course Descriptions:

### Physical Science—ACC 705

ACC  
Full Year  
1 Credit  
Gr. 9 

Physical Science—ACC provides a comprehensive introduction to the foundational concepts of physics and chemistry and serves as a prerequisite for other science courses. Students are expected to work independently on rigorous problem-solving challenges that apply physical science concepts.

### Physical Science—CCP 707

CCP  
Full Year  
1 Credit  
Gr. 9 


The purpose of this course is to provide a comprehensive introduction to the foundational concepts of physics and chemistry. This course is designed to serve as a prerequisite for other science courses.

### Applied Physical Science—CCP 708

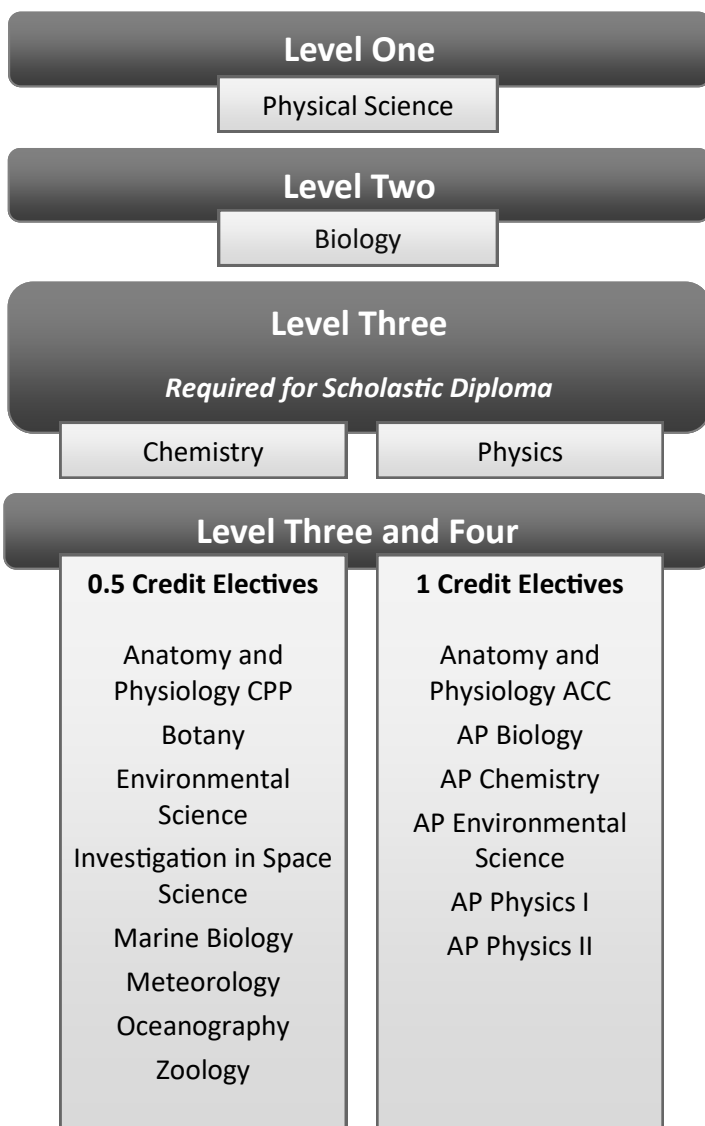
CCP  
Full Year  
1 Credit  
Gr. 9, 11, 12

This course meets the physical science requirement in a way to support students through hands-on activities, and explicit differentiation for their needs. **Prerequisite: Departmental and School Counselor approval required.**

### Physical Science/Biology (Integrated)—ACC 710

ACC  
Full Year  
2 Credits  
Gr. 9 

This is a year-long set of integrated course that specifically sequences physical science (fundamentals of physics and chemistry) and biology to maximize the learning concepts within both course. This course meets both 'A' days and 'B' days. Physical science is examined in detail in the fall and biology in the spring, with strategic overlap between the two sciences as the year progresses. The nature of science, inquiry based lab techniques, modeling, lab notebook writing, and formal lab report writing skills are emphasized. This course is recommended for students with strong science and mathematics skills that plan to pursue science at the upper levels **Prerequisites: Science and Algebra I grades of a B or better with a recommendation from the Middle School or Departmental approval for students who are concurrently enrolled in Algebra I—ACC.**



## Biology—ACC

709

ACC  
Full Year  
1 Credit  
Gr. 9-12



Biology—ACC is an intensive laboratory-based course studying characteristics of life, cell structure and function, cell reproduction, DNA as the hereditary material, principles of genetics, evolution, a survey of the kingdoms of life, the classification of life diversity and ecology. Students will be expected to partake in independent projects, written work, class work, class discussions and independent student centered laboratory activities. Students taking this course are expected to carry out more independent work both in and out of the classroom.

## Biology—CCP

711

CCP  
Full Year  
1 Credit  
Gr. 10-12



Biology—CCP is a laboratory-based course studying characteristics of life, cell structure and function, cell reproduction, DNA as the hereditary material, principles of genetics, evolution, a survey of the kingdoms of life, the classification of life's diversity and ecology. Students will be expected to partake in projects, class work and laboratory activities.

## Applied Biology—CCP

713

CCP  
Full Year  
1 Credit  
Gr. 10-12

Applied Biology is a laboratory-based course studying characteristics of life, cell structure and function, cell reproduction, DNA as the hereditary material, principles of genetics, evolution, a survey of the kingdoms of life, the classification of life's diversity and ecology. Students will be expected to partake in projects, classwork, and laboratory activities. This course is designed to support students through hands-on activities, and explicit differentiation for their needs.  
**Prerequisite: Departmental and School Counselor approval required.**

## Chemistry—ACC

727

ACC  
Full Year  
1 Credit  
Gr. 10-12



Chemistry—ACC includes the study of the nature of matter, energy, chemical change, stoichiometry, periodicity, atomic structure, behavior of gases, liquids and solids, chemical bonding, acids and bases, thermo dynamics, kinetics, electrochemistry, and equilibrium. Data acquisition and analysis skills are emphasized through laboratory work. Algebra is extensively used for Problem solving. Completion of/or concurrent registration in Algebra II is recommended.

## Chemistry—CCP

729

CCP  
Full Year  
1 Credit  
Gr. 10-12



Chemistry—CCP is a laboratory-based course dealing with the study of matter, atomic structure, formula and equation writing, chemical reactions, states of matter, gas laws, chemical bonding, acids, bases and pH, equilibrium and environmental chemistry. Algebra is extensively used for problem-solving.

## Physics/Chemistry (Integrated)—ACC

730

ACC  
Full Year  
2 Credits  
Gr. 10-12



This is a year-long set of integrated courses that sequences physics and chemistry to maximize learning concepts within both courses. This course meets both 'A' days and 'B' days. Physics is examined in detail in the fall and chemistry in the spring with strategic overlap between the two courses as we progress through the year. This course is recommended for students with strong science and mathematical skills. Algebra is extensively used for problem-solving.  
**Prerequisite: Successful completion of/or concurrent registration in Algebra II or Departmental approval.**

## Physics—ACC

731

ACC  
Full Year  
1 Credit  
Gr. 10-12



This intensive course is designed for students preparing for a mathematical, scientific or engineering profession. This course incorporates both theory and laboratory work in the following topics: mechanics, electricity, wave motion, atomic physics, and modern physical theories. Data acquisition and analysis skills are emphasized through laboratory work. Algebra is extensively used for problem-solving. Completion of/or concurrent registration in Algebra II is recommended.

## Physics—CCP

733

CCP  
Full Year  
1 Credit  
Gr. 10-12



Physics—CCP is intended to provide students with a comprehensive study involving theory and laboratory work in the following topics: mechanics, dynamics, circular motion, electricity and modern physical theories. Algebra is extensively used for problem-solving.

## Botany—ACC

743A

ACC  
Half Year  
0.5 Credit  
Gr. 10-12



This half-year, laboratory based course will cover the basic structure and function of plants; including plant cell, tissue, and organ systems. The course will explore topics such as plant diversity, plant anatomy, evolutions of plants, plant pest and disease relationships, ecology, and fruit and flower formation. This in-depth course is designed for students who are considering future endeavors in biological sciences. Students will gain experience in plant classification, field studying, and lab-based research. **Prerequisite:** *Grade of 'B' or better in Biology—ACC or Departmental approval.*

## Botany—CCP

743

CCP  
Half Year  
0.5 Credit  
Gr. 10-12

This half-year, laboratory based course will cover the basic structure and function of plants; including plant cell, tissue, and organ systems. The course will explore topics such as plant diversity, plant anatomy, ecology, and fruit and flower formation. This course is designed for students interested in gaining hands on experience in handling, collecting, and growing plants. **Prerequisites:** *Successful completion of Physical Science and Biology.*

## Environmental Science—ACC

722

ACC  
Half Year  
0.5 Credit  
Gr. 10-12



This course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Students will take part in ecological field work, perform laboratory investigations, and undertake independent research. **Prerequisite:** *Successful completion of Physical Science and Biology or Departmental approval.*

## Environmental Science—CCP

721

CCP  
Half Year  
0.5 Credit  
Gr. 10-12



This course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Students will take part in outdoor laboratory experiences and gain hands-on experience in environmentally related topics. **Prerequisite:** *Successful completion of Physical Science and Biology or Departmental approval.*

## Human Anatomy and Physiology—ACC

715

ACC  
Full Year  
1 Credit  
Gr. 10-12



This course offers a systematic exploration of the major systems of the human body, including structure (anatomy) and function (physiology). Using microscopes to view cells and tissues and anatomical models to study organs and organ systems, students collaborate in small groups as well as work independently to better comprehend human structure and function. A combination of teacher presentations, lab activities and online resources are used to learn about the integumentary, skeletal, muscular, digestive, respiratory, cardiovascular, excretory, reproductive and other body systems. There is an expectation that students will demonstrate a high level of individual preparation and independent study. **Prerequisite:** *Successful completion of Biology—ACC.*

## Human Anatomy and Physiology—CCP

717

CCP  
Half Year  
0.5 Credit  
Gr. 10-12



This course offers a systematic exploration of the major systems of the human body, including structure (anatomy) and function (physiology). Using microscopes to view cells and tissues and anatomical models to study organs and organ systems, students collaborate in small groups as well as work independently to better comprehend human structure and function. A combination of teacher presentations, lab activities and online resources are used to learn about the integumentary, skeletal, muscular, digestive, respiratory, cardiovascular, excretory, reproductive and other body systems. Discussion related to concepts and key understanding of topics will be initiated and reviewed in class. **Prerequisite:** *Successful completion of Biology or Departmental approval.*

## Introduction to Meteorology

723

CCP  
Half Year  
0.5 Credit  
Gr. 10-12



This course provides a survey of weather study including topics such as history of weather observations, atmospheric structure and composition, earth-sun relationships, air pressure and winds, cloud formation, air masses and resulting precipitation. Weather phenomena, such as hurricanes and tornadoes are investigated and the study of climates is introduced.

## Investigations in Space Science \*

745

ACC  
Half Year  
0.5 Credit  
Gr. 11-12



Starting in 2021— This course will only be offered in odd starting school years

This half year elective will focus on student interests in many aspects of space science. Students will be investigating current research, laws, and theories about the Universe and beyond. Topics also may include specific aspects of our solar system and man's travel and research within. Students will be expected to participate in class discussions, projects, presentations and traditional labs, quizzes, tests and research assignments. **Prerequisites:** *Successful completion of Physical Science, Biology and Physics or Departmental approval.*

## Marine Biology \* 739

ACC

Half Year

0.5 Credit

Gr. 10-12

Starting in 2021— This course will only be offered in odd starting school years

This course will introduce the major marine biomes and the inhabitants of each. Emphasis will be on wildlife and fisheries management issues designed to sustain the viability of these biomes through the 21st Century. A variety of audio-visual materials will supplement lectures, discussions, and required papers or projects. **Prerequisite: Grade of 'B' or better in Biology—ACC or Departmental approval.**



## Oceanography \* 741

ACC



Half Year

0.5 Credit

Gr. 10-12

Offered in even starting school years

The purpose of this course is to examine the oceans and the processes that influence them. Topics will include the history of oceanography, the influence of oceans on human culture, the chemistry of seawater, currents, waves, tides, and shore- lines. The geology of the sea floor is examined. Resources from the ocean and problems of sustainability will be emphasized. The course is multi-disciplinary with links to other discipline areas; independent study and projects are required. **Prerequisites: Successful completion of Biology; Successful completion of or concurrent registration in Chemistry or Physics; or Departmental approval.**

## Zoology—ACC \* 744A

ACC



Half Year

0.5 Credit

Gr. 10-12

Offered in even starting school years

The in-depth classification, anatomy and physiology of vertebrates is presented in a comparative phylogenetic manner. Topics include vertebrate evolution, cladistics, vertebrate development, evolutionary pressures, and various body systems and their evolutionary significance. This course is an in-depth study designed for students considering a career in science. Student dissection of various examples of vertebrates is required. **Prerequisite: Grade of 'B' or better in Biology—ACC or Departmental approval.**

## Zoology—CCP \* 744

CCP

Half Year

0.5 Credit

Gr. 10-12

Offered in even starting school years

The classification, anatomy and physiology of vertebrates is presented in a comparative manner. Topics include vertebrate evolution, vertebrate development, and various body systems and their organs. Student dissection may be required. **Prerequisites: Successful completion of Physical Science and Biology.**

## AP® Biology 737

AP

Full Year

1 Credit

Gr. 11-12



Advanced Placement Biology meets the objectives of a general biology course at the college level. Students are challenged in the areas of biochemistry, cell structure and function, genetics, evolution, basic botany and zoology, vertebrate physiology, and ecology presented in detail. Since classroom time is limited, independent study and supplemental reading are required. Students who select the course are required to take the AP exam in May. **Prerequisite: Successful completion of Biology and Chemistry, or Departmental approval.** **Note : Summer preparatory work may be an**

## AP® Chemistry (SNHU Dual Enrollment opportunity) 735

AP

Full Year

1 Credit

Gr. 11-12



The purpose of this course is to offer ambitious students the challenge of a college level Chemistry program. The course follows the recommendations of the College Board and includes selected enrichment topics. The content is advanced and strong mathematical skills are needed. Since classroom time is limited, independent study and supplemental reading are required. Students who select the course are required to take the AP exam in May. **Prerequisites: Successful completion of Physical Science, Biology, Chemistry and Algebra II, or Departmental approval.** **Note : Summer preparatory work may be an additional requirement of the course.**

## AP® Environmental Science (SNHU Dual Enrollment opportunity) 742

AP

Full Year

1 Credit

Gr. 11-12



The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human- made, to evaluate the relative risks associated with these problems and to examine alternative solutions for resolving and/or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science. Students who select the course are required to take the AP exam in May. **Prerequisites: Grade of 'B' or better in Biology—ACC and Chemistry—ACC or Departmental approval.** **Note : Summer preparatory work may be an additional requirement of the course.**

**For more information on dual enrollment opportunities, please see pg. 10.**

**AP® Physics I**  
**(SNHU Dual Enrollment opportunity) 734**

AP  
 Full Year  
 1 Credit  
 Gr. 11-12



The course offers ambitious students the opportunity to do college level work in physics without the prior knowledge of calculus. The course follows the recommendations of the College Board, and includes selected enrichment topics in classical physics. The objectives of the course are to understand the basic principles and apply these principles in solving problems. General areas to be covered include: Newtonian mechanics, rotational motion, work, energy, power, mechanical waves, sound, electrostatics, and introductory DC circuits. Since classroom time is limited, independent study and supplemental reading are required. Students who select the course are required to take the AP exam in May. **Prerequisite: Successful completion of Algebra II and Departmental approval. Note : Summer preparatory work may be an additional requirement of the course.**

**AP® Physics II**  
**(SNHU Dual Enrollment opportunity) 734A**

AP  
 Full Year  
 1 Credit  
 Gr. 11-12



The course offers ambitious students the opportunity to do college level work in physics without the prior knowledge of calculus. The course follows the recommendations of the College Board, and includes selected enrichment topics in classical and modern physics. The objectives of the course are to understand the basic principles and apply these principles in solving problems. General areas to be covered include: Thermodynamics, heat, kinetic theory, fluids, electrostatics, DC circuits, steady-state RC circuits, magnetism, induction, optics, quantum physics, and nuclear physics. Since classroom time is limited, independent study and supplemental reading are required. Students who select the course are required to take the AP exam in May. **Prerequisite: Successful completion of AP Physics I, Pre-Calculus, and Departmental approval. Note : Summer preparatory work may be an additional requirement of the course.**

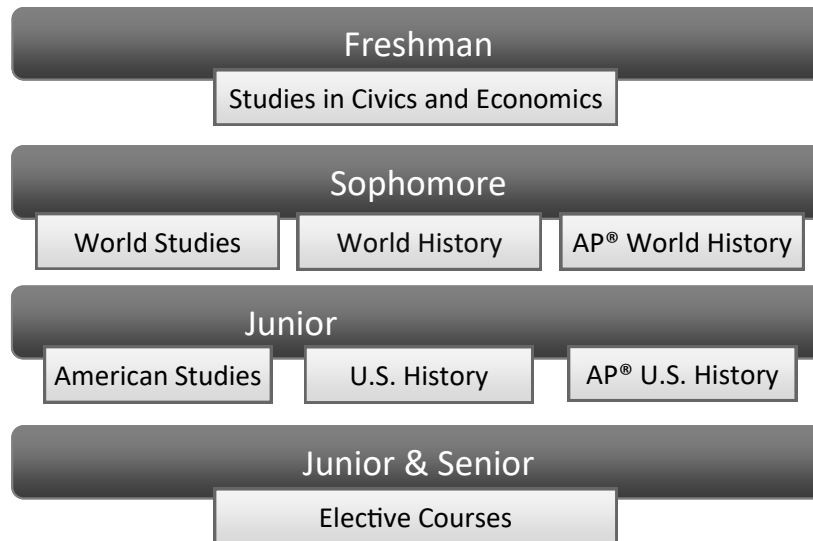
**For more information on dual enrollment opportunities, please see pg. 10.**

\* indicates that starting in 2021/2022 school year, these courses will be offered in alternating school years as outlined below

School year type (start of school year even/ odd)	School year calendar numbers	Courses being offered
Odd	2021/2022	Marine Biology; Space Science
Even	2022/2023	Zoology; Oceanography
Odd	2023/2024	Marine Biology; Space Science
Even	2024/2025	Zoology; Oceanography

# Social Studies Department

The mission of the Social Studies curriculum is to provide opportunities for students to develop a global perspective, foster democratic ideals, and understand economic theories. These opportunities will help students understand and appreciate their physical, multi-cultural world so that they may become enlightened and active citizens. The Timberlane graduate will be able to connect the knowledge obtained to personal experience and will apply these to issues in the ever-changing world. The Social Studies Curriculum is written in adherence to the New Hampshire Department of Education Curriculum Frameworks for Social Studies.



## Course Descriptions:

### Studies in Civics and Economics—ACC 803A

ACC  
Full Year  
1 Credit  
Gr. 9



This is a full year integrated course that focuses on the connections between civics and economics at the local, state, national, and international levels. Students will study the reach and limits of power between state and federal governments. In addition, they will analyze the effectiveness and impact of economic and governmental decision making on citizens and markets. The course provides opportunities for students to examine how laws are used or challenged to address issues. Topic studied will include the relationship between federal and state governments with respect to citizens' rights, distribution of taxes, national defense, ensuring states' rights, and government sponsored programs. The course will examine the role that United States government plays in the national economy, international trade and global affairs. This course develops skills at an accelerated pace for students who want experiences that will prepare them for advanced work.

### Studies in Civics and Economics—CCP 804C

CCP  
Full Year  
1 Credit  
Gr. 9



This is a full year integrated course that focuses on the connections between civics and economics at the local, state, national, and international levels. Students will study the reach and limits of power between state and federal governments. In addition, they will analyze the effectiveness and impact of economic and governmental decision making on citizens and markets. The course provides opportunities for students to examine how laws are used or challenged to address issues. Topic studied will include the relationship between federal and state governments with respect to citizens' rights, distribution of taxes, national defense, ensuring states' rights, and government sponsored programs. The course will examine the role that United States government plays in the national economy, international trade and global affairs.

## World History—ACC

806

ACC  
Full Year  
1 Credit  
Gr. 10



World History—ACC builds upon the learning from the middle school curriculum and begins with a study of the Renaissance, moving into the Enlightenment, Age of Exploration and eventually into the 21<sup>st</sup> Century. This course includes units relating to events in Europe, Asia, Africa and the Americas. Students are asked to write extensively, using classroom learning, to interpret historical events. Analysis of primary sources, Internet and library-based research, field trips, readings from the text and other sources, film analysis, and classroom discussions are all possible learning techniques. Research-based presentations will be employed.

## World History—CCP

811

CCP  
Full Year  
1 Credit  
Gr. 10



World History—CCP builds upon the learning from the middle school curriculum and begins with a study of the Renaissance, moving into the Enlightenment, Age of Exploration and eventually into the 21<sup>st</sup> Century. This course includes units relating to events in Europe, Asia, Africa and the Americas. Students will be asked to use their classroom learning to interpret historical events. Analysis of primary sources, Internet and library-based research, field trips, reading from the text and other sources, film analysis and classroom discussions are all possible learning techniques.

## World Studies

808

ACC/CCP  
Full Year  
2 Credits  
Gr. 10



World Studies is an interdisciplinary course that combines history and literature. This course emphasizes the intricate thematic connections between history and the literature of historical periods. Analysis of historical sources and documents coupled with analysis of literature will be the main focus through writing and team-based projects. In addition to the study of history and literature, students will examine art, music, and philosophy related to the central themes studied in this course. This is a team-taught course that meets both 'A' days and 'B' days. It fulfills the graduation requirements for World History and World Literature. Students may contract for accelerated credit.

AP<sup>®</sup> World History

821

AP  
Full Year  
1 Credit  
Gr. 10-12



All AP courses are college-level courses and students should be prepared for that level of rigor. Building upon the learning from the standard World History courses, the AP World History course develops greater understanding of the evolution of the global process and intercultural contact. This is achieved through a combination of selected factual knowledge and development of appropriate analytical skills. It emphasizes relevant factual knowledge used in conjunction with leading interpretive issues and types of historical evidence. Students may receive college credit for this course by taking the World History Advanced Placement Exam, which is an expectation. **Note: Summer preparatory work is a required part of the course.**

## United States History—ACC

807

ACC  
Full Year  
1 Credit  
Gr. 11



United States History—ACC builds upon the learning from the middle school curriculum and begins with a study of the end of the Civil War. This course takes an in-depth look at the events of the last part of the 19<sup>th</sup> Century, all of the 20<sup>th</sup> Century, and uses that learning to analyze the events of the first decade of the 21<sup>st</sup> Century. Students will be asked to join in classroom discussions, read texts and other materials outside of class, think creatively, present learning to the class, and write extensively. The process of researching and writing a college-style term paper will be included in the course.

## United States History—CCP

809

CCP  
Full Year  
1 Credit  
Gr. 11



United States History—CCP builds upon the learning from the middle school curriculum and begins with a study of the end of the Civil War. This course takes an in-depth look at the events of the last part of the 19<sup>th</sup> Century, all of the 20<sup>th</sup> Century, and uses that learning to analyze the events of the first decade of the 21<sup>st</sup> Century. Students will be asked to join in classroom discussion, read outside of class, think creatively and write about their learning. A particular emphasis will be placed on the process of researching and writing a long-form paper.

## American Studies

816

ACC/CCP  
Full Year  
2 Credits  
Gr. 11



American Studies is an interdisciplinary course that combines historical evidence with an analysis of literature to answer essential questions concerning American culture. Through a variety of activities such as group projects, discussion, oral presentations, simulations, and analysis, students will be given an opportunity to connect the studies of history, literature, art, philosophy, and music. This is a team-taught course that meets both 'A' days and 'B' days.. This course meets the requirements for both United States History and American Literature courses. Students may contract for accelerated credit.

AP<sup>®</sup> United States History

819

AP  
Full Year  
1 Credit  
Gr. 11-12



All AP courses have a level of rigor commensurate with a college-level course. Advanced Placement United States History is a chronological study of American History from Columbus to Clinton. The course emphasizes critical thinking, independent reading, research and extensive writing in the style of the AP exam. Should students achieve a score of 3, 4 or 5 on the Advance Placement exam (taking the exam is an expectation) they may receive a college credit. **Note: Summer preparatory work is an additional requirement of the course.**

**American Values in Film and Music \* 841**

ACC/CCP  
 Half Year  
 0.5 Credit  
 Gr. 11-12

Course will be offered in odd starting school years

This course used film and music to examine traditional and contemporary American values and ethical issues. Students will be able to explain how American values are represented in mass media and how they are perceived by outside sources. Personal traits of courage, love, family and integrity, in addition to social issues of racism, morality, freedom of religion, altruism and social justice will be explored. Because movies and television are filled with historical inaccuracies, the purpose of the course will not be to teach history but to use film and popular music as a vehicle for the students to examine and analyze society and themselves. Students may contract for accelerated credit.

**Behavioral Psychology 840**

ACC  
 Half Year  
 0.5 Credit  
 Gr. 10-12



Behavioral psychology is an accelerated semester long course designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields of psychology. Students also learn about the ethics and methods psychologists use in their science and practice. The course will include extensive reading, weekly writing assignments, lab work, and in-depth classroom discussions.

**Constitutional Law \* 832**

ACC  
 Half Year  
 0.5 Credit  
 Gr. 11-12



Course will be offered in even starting school years

Constitutional Law is a study of the courts in the American political system. The focus of the course is on one of the most vital aspects of politics; interpreting and applying the nation's fundamental rules. The case method is used to analyze constitutional topics including: governmental power, race and gender discrimination, equal protection of the law, rights of the accused, modern constitutional theories, the right to privacy, as well as the First Amendment rights of freedom of speech, press, expression and religion.

**Current Issues 843**

CCP  
 Half Year  
 0.5 Credit  
 Gr. 10-12



This course will provide the students with a perspective of events and trends in the world as well as a contemporary view of history in the making. The development of communication, critical-thinking, decision-making, research and geography skills will center around strong student interaction. General topics include political, economic, and social trends, the environment, crime and international relations, and current world events.

**History of Sports 833**

ACC/CCP  
 Half Year  
 0.5 Credit  
 Gr. 10-12

In this class students will gain knowledge about the historical origins and development of various sports in America as well as worldwide major political, social, cultural, economic, and intellectual concepts throughout the chronological history of sports. Students will understand why and how sports have become a popular cultural phenomenon. They will examine the historical context as well as the significance of gender, race, ethnicity and social class. Students will begin to recognize the influence that commercialization has within the sports world. This historical investigation will be done through readings, primary sources, audio and visual materials, research based individual and collaborative based projects, as well as class discussion.

**Law 831**

CCP  
 Half Year  
 0.5 Credit  
 Gr. 10-12

This course studies the law from a practical, everyday viewpoint. Students will gain an understanding of their legal rights and responsibilities, knowledge of real life legal problems and the ability to analyze, evaluate, and in some cases, resolve legal disputes. The course will address general problems in the area of criminal, consumer, family, housing and individual rights law. Law will emphasize the application of New Hampshire State Law as well as law practiced throughout the United States.

**Cultural Geography \* 823**

CCP  
 Half Year  
 0.5 Credit  
 Gr. 10-12

Course will be offered in even starting school years

This course deals with the interconnectivity of culture, politics, economics, religion, and human perception and regionalization. Students will recognize that places and regions serve as symbols for individuals and societies. Students will distinguish how cultural traits shape the characteristics of a region, analyze the increasing interdependence of the world's countries, and demonstrate how cooperation and conflict are involved in shaping the distribution of social, political, and economic spaces on Earth. Students will also explain the results of globalization and how changes in the physical environment can diminish its capacity to support human activity.



## Popular Culture

834

ACC/CCP  
Half Year  
0.5 Credit  
Gr. 10-12

This course provides an upper-level introduction to critical issues and approaches in the study of American popular culture. This includes defining popular culture and high culture using the student's own expertise as consumers of popular culture as a take-off point for exploring the various roles played by mass-mediated popular culture in our lives. Part of the task of this course will be to refine further the student's ability to read, research, evaluate, and synthesize materials from different disciplines into the student's own interdisciplinary analyses. The course will look primarily at television, film, advertising, stereotypes, popular music, and computer cyberspace, with occasional forays into other types of pop culture.

## Psychology

839

CCP  
Half Year  
0.5 Credit  
Gr. 10-12

Psychology is the study of human behavior and the mental processes. The course emphasizes participation as a key component to understanding student's behavior and individual thought. The primary method of analysis will be explained by utilizing personal examples. Students will be expected to communicate the principles of each major psychology concept to their own emotions, motivations, and learning experiences. Lastly, students will be synthesizing unit information by both paraphrasing through outlining and presentation formats. Key topics of study include memory, personality, adolescence, social psychology (cognition and behavior), and abnormal psychology.

## Social Science of Well-Being

845

ACC  
Half Year  
0.5 Credit  
Gr. 11-12

Simulated by ground-breaking research in the fields of Philosophy and Positive Psychology, both academia and popular media have seen an upsurge of interest in the "Social Science of Well-Being". What influences well-being? Can we measure happiness or peace of mind? What does the latest research and data tell us about the causes of happiness? How can we use the science of well-being to effect positive change in our lives? This course will explore these questions and more while examining the work of philosophers, sociologists, and psychologists from both the East and West who have pioneered the exploration of happiness. Students will examine recent discoveries in the field of the social sciences, reflect in their concrete implications, and consider strategies to integrate these new insights into their personal and professional lives.

## Sociology \*

835

CCP  
Half Year  
0.5 Credit  
Gr. 10-12

Sociology is the study of societies, social groups, and the relationships between people. The field encompasses both the formation of particular societies and social groups, including their continuation, dissolution, and demise as well as the origins, structure and functioning of social groups. Students will learn the basic tools they need to develop a sociological imagination. The sociological imagination is the ability to see the connection between the larger social world and our personal lives. The development of the sociological imagination enables students to examine how society shapes human behavior and beliefs and how such actions and beliefs in turn shape society.

## AP® European History

844

AP  
Full Year  
1 Credit  
Gr. 11-12

The study of European history since 1450 introduces students to cultural, economic, political and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic impression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop (a) an understanding of some of the principal themes in modern European History, (b) an ability to analyze historical evidence and historical interpretation and (c) an ability to express historical understanding in writing. Students are required to take the AP exam in May. **Note: Summer preparatory work is an additional requirement of the course.**

## AP® Government

820

AP  
Full Year  
1 Credit  
Gr. 12

All AP courses are college-level courses, and students should be prepared for that level of rigor. The Government course is a study of the American governmental system, including both the nuts and bolts of governing a nation and the influence of politics on decision-making. The course will include extensive reading, weekly writing assignments in the style of the AP exam, outside reading, and classroom discussions. Students may receive college credit for this course by taking the Government and politics US Advanced Placement Exam, which is an expectation. **Note: Summer preparatory work is an additional requirement of the course.**

AP  
Full Year  
1 Credit  
Gr. 12



This course focuses student learning and study on the how and why of global human movement and interaction, its impact on our planet, and our understanding of it. Students will be introduced to the study of geography as a social science through emphasizing the relevance of geographic concepts to human problems. This course seeks to explore various geographic concepts related to human movement and interaction with the environment through the study of the five themes of Human Geography: Location, Human Environmental Interaction, Regions, Place and Movement. Students will critically explore the following topics in relation to human geography: Population, Migration, Cultural landscapes, identity, language, religion, political geography, urban geography, urban geography, development, agriculture, industry, human environment, and globalization. Students are required to take an AP exam in May. **Note: Summer preparatory work is an additional requirement of the course.**

\* indicates that starting in 2021/2022 school year, these courses will be offered in alternating school years as outlined below

School year type (start of school year even/ odd)	School year calen- dar numbers	Courses being offered
Even	2022/2023	Cultural Geography; Constitutional Law
Odd	2023/2024	American Values in Film and Music; Sociology
Even	2024/2025	Cultural Geography; Constitutional Law
Odd	2025/2026	American Values in Film and Music; Sociology

# Special Education Department

**T**imberlane Regional High School Special Education Department is committed to the New Hampshire Standards for the Education of Students to provide a free and appropriate education for all identified disabled students. We use a model of push in and pull out services.

TRHS follows the proper referral, evaluation, and placement requirements in order for a student to take part in specially designed instruction as a part of the student’s IEP. A referral may be made by anyone that is responsible for the education of a student such as but not limited to: parent/guardian, teacher, or outside provider. After it has been determined (through the referral, evaluation and placement process) that a student is educationally disabled, a variety of placement options become available as discussed at an IEP Team Meeting.

Such placements may include, but are not limited to, the following options: targeted skill instruction, consultative assistance, related service provider services, paraprofessional support, transition skills support and/or specially designed instruction.

## Life Skills—Daily Living 980

NL  
Full Year  
1 Credit  
Gr. 9-12

This special education course offers a structured, comprehensive curriculum that allows students with intensive needs in grades 9-12 to work towards independence by learning functional life and academic skills in the areas of consumer math for community and vocational purposes. This course will focus on basic nutrition and cooking, home management, and personal care and safety. There is an emphasis on functional reading skills as they prepare students for their lives after high school. The classes are structures to meet the goals and objectives identified in these areas in a student’s Individualized Education Plan. These classes may be taken as many times as needed. These classes are taken for pass/fail credit and fulfill general elective credit requirements. **Prerequisite: Special**

## Life Skills—Consumer math 981

NL  
Full Year  
1 Credit  
Gr. 9-12

This special education course offers a structured, comprehensive curriculum that allows students with intensive needs in grades 9-12 to work towards independence by learning functional life and academic skills in the areas of consumer math for community and vocational purposes. This course will focus on making purchases such as buying food and clothing within a budget, earning and budgeting money, and improving your household through managing a budget. The classes are structures to meet the goals and objectives identified in these areas in a student’s Individualized Education Plan. These classes may be taken as many times as needed. These classes are taken for pass/fail credit and fulfill general elective credit requirements. **Prerequisite: Special Education Team Approval**

## Life Skills—Career Planning TBD

NL  
Half Year  
0.5 Credit  
Gr. 9-12

This special education course will guide students through the process of assessing their interests and determining preliminary career options.

## Reading 960

NL  
Full Year  
1 Credit  
Gr. 9-12

Special Education Reading classes are designed to meet the needs of students with intensive needs or profound needs resulting from reading related disabilities, and to address specific reading goals as part of their Individual Education Plan. Courses are designed to be taken in conjunction with grade level English classes in order to provide specialized instruction needed to help students meet with success in those classes. These courses do not fulfill an English requirement. Full year 1 credit. Class size is limited. Prerequisite Special Education Team approval.

## Unified/Adaptive Physical Education 418

CCP  
Half Year  
0.5 Credit  
Gr. 9-12

This course is designed for students who would be successful in a small, personalized health and physical education setting with support from other students. Students will receive differentiated instruction in association to the Universal Design for Learning that provides a flexible environment to grow. Students will be exposed to a variety of health topics including but not limited to personal advocacy, safety and violence prevention, nutrition, puberty, mental and emotional health in addition to knowledge of how to be physically active for a lifetime, and build community with their peers. **Prerequisite: Departmental approval.**

# Theater Department

One of the greatest playwrights of all time, Oscar Wilde, once said this about theater: “I regard the theater as the greatest of all art forms, the most immediate way in which a human being can share with another the sense of what it is to be a human being.” The best way to find out if what Mr. Wilde has said is true is by exploring the possibilities of theater. By enrolling in any one of the courses that the Theater Department has to offer, you will find yourself in a new learning environment. You will be in a place where a bare stage replaces a blank sheet of paper for assessment, where acting out in class is encouraged, and where you will have a chance to explore your own hidden talents.

By taking any one of the classes offered in Theater, you will have a unique opportunity to look at learning in a new way, where your creativity and talent will be celebrated beyond a test grade or a written assignment. You will be able to transform your class work into performance. You can have the chance to see one of your own scripts actually performed by trained actors. You may find a new direction in life and new ways to express the wonderful qualities that exist in each and every one of us.

We look forward to seeing you on stage soon. To end with another Wilde thought, “The stage is not merely the meeting place of all the arts, but is also the return of art to life.”

## Course Descriptions:

<b>Introduction to Theater</b>	<b>252</b>	<b>Advanced Acting</b>	<b>265</b>
NL	This class will offer a general introduction to theater from both a literary and a performance approach. Students will be learning about theater from reading and performing plays. They will also learn about the technical aspects of theater: costuming, sound design, set and prop construction, lighting effects, and special effects. This course is designed to encourage students to recognize the connection between literature and performance. It will allow students to gain confidence both in a classroom setting and on a stage. Actual performance will be a major form of assessment for the class.	ACC	Advanced Acting will be a continuation of Introduction to Theater. In this class, students will study the craft of acting through a variety of acting techniques. They will learn about stage movement and acting styles demonstrated by masters in the field. This course is geared toward students who possess a serious interest in theater, and it would be beneficial to those who intend to study theater in college or as a career option. <b>Prerequisite: Departmental approval.</b>
Half Year		Half Year	
.5 Credit		.5 Credit	
Gr. 9-12		Gr. 10-12	
<b>Improvisation</b>	<b>267</b>	<b>Playwriting</b>	<b>253</b>
NL	The basic premise of improvisation is not based upon traditional instructional methods such as practice, memorization, review, and testing; it is actually based on failure more times than not. It is through failure that students learn to keep on trying, taking risks, and learning that how one handles failure is the true test of one’s character. This class is based on team building, knowing that we will all make mistakes and risk-taking in an environment that is supporting and nurturing. The class will work on both the well-known short form, as well as the more challenging long-form improvisational styles. Participation through daily performance is the major form of assessment in this class.	ACC	This class will focus on creative writing. Students taking this class will work on writing scripts for theatrical production. While the class is specifically a creative writing class, students will also be reading a variety of published plays. Students will see their creative efforts turn into actual performances, since they will be able to access the talents of the Timberlane Players who will be performing the scripts during an annual one-act play series. This class is designed to provide students with an outlet for their talents and to help all students realize that what they do in class can have a dramatic impact on themselves and others.
Half Year		Half Year	
.5 Credit		.5 Credit	
Gr. 9-12		Gr. 11-12	

# World Language Department

The World Language Department offers courses in French, Latin, and Spanish to students at all levels of learning to support the requirement of most four-year colleges and universities. In our current globalized world, the study of a world language increases a student's connection to global cultures and perspectives, provides more opportunities for both national and international employment, and builds a foundation of linguistics that can apply to both English and his/her chosen language of study. Language courses seek to develop students' language proficiency around modes of communicative competence reflecting real life communication. The language one chooses is a matter of personal choice. There is no "easier" or "more difficult" one to learn. Learning a language requires the desire and willingness to work. It takes time to become proficient in a new language. Regardless of the length of time that students study a language, all students will develop and enhance their language skills and deepen their cultural understanding.

## Course Descriptions:

### French I—CCP

307

CCP  
Full Year  
1 Credit  
Gr. 9-12



French I—CCP is an introductory course for students with who need a basic foundation or have no previous study in the language. The course develops students' reading, writing, listening, and speaking skills through exposure to authentic texts and audio resources. Students will enhance their cultural competence and understanding through a focused study of the products and practices of francophone communities in Canada. Students will acquire vocabulary and basic linguistic structures related to the themes of personal identity, families, schools and communities. This proficiency-based course is conducted in the target language and requires the active participation of all students.

### French II—CCP

CCP  
Full Year  
1 Credit  
Gr. 9-12



In French II—CCP, students continue to develop their reading, writing, listening and speaking skills by interacting with authentic texts and audio resources. Students enhance their cultural competence and understanding through a focused study of the products and practices of France. Students will acquire additional vocabulary and linguistic structures related to the themes of cultural celebrations, routines, childhood, health and illness, and traveling around the town. This proficiency-based course is conducted in the target language and requires the active participation of all students.

### French II—ACC

314

ACC  
Full Year  
1 Credit  
Gr. 9-12



French II—ACC is an intensive course designed for students who have excellent study habits and want experiences that will prepare them for advanced work in the language. In this course, students continue to develop their reading, writing, listening and speaking skills by interacting with authentic texts and audio resources. Students enhance their cultural competence and understanding through a focused study of the products and practices of France. Students will acquire additional vocabulary and linguistic structures related to the themes of cultural celebrations, routines, childhood, health and illness, and traveling around the town. This proficiency-based course is conducted in the target language and requires the active participation of all students. **Prerequisite:**

### French III—ACC

965

ACC  
Full Year  
1 Credit  
Gr. 10-12



French III—ACC is an intensive course designed for students who have excellent study habits and want experiences that will prepare them for advanced work in the language. In this course, students will continue to develop their language skills by interacting with increasingly complex authentic texts and audio resources. Students enhance their cultural competence and understanding through a focused study of the cultural products and practices of francophone countries in Africa. Students will acquire more advanced vocabulary and linguistic structures related to the themes of professions, adolescent leisure activities, cultural identities, arts and culture, and global citizenship and the environment. This proficiency-based course is conducted in the target language and requires the active participation of all students. **Prerequisite: Successful completion of Level II.**

## French III—CCP

319

CCP  
Full Year  
1 Credit  
Gr. 10-12



In French III—CCP, students will continue to develop their language skills by interacting with increasingly complex authentic texts and audio resources. Students enhance their cultural competence and understanding through a focused study of the cultural products and practices of francophone countries in Africa. Students will acquire more advanced vocabulary and linguistic structures related to the themes of professions, adolescent leisure activities, cultural identities, arts and culture, and global citizenship. This proficiency-based course is conducted in the target language and requires the active participation of all students. **Prerequisite: Successful completion of Level II.**

## French V—ACC

823

ACC  
Full Year  
1 Credit  
Gr. 12



In this advanced course, students will develop their listening, speaking, reading, and writing skills to analyze, discuss and compare the perspectives and practices of France and francophone countries throughout the world. The following themes may be studied: immigration, multiculturalism, overcoming stereotypes, family roles and traditions, ethical and moral dilemmas, scientific progress, environmental issues, government, education, healthcare, human rights, and contemporary global challenges. This proficiency-based course is conducted completely in the target language and requires the active participation of all students. **Prerequisite: Successful completion of Level IV.**

## French IV—ACC

331

ACC  
Full Year  
1 Credit  
Gr. 11-12



French IV—ACC is an intensive course designed for students who have excellent study habits and want experiences that will prepare them for advanced work in the language. In this course, students will continue to develop their reading, writing, listening, and speaking skills by interacting with increasingly complex authentic texts and audio resources. Students enhance their cultural competence and understanding through a focused study of the cultural products and practices of francophone countries in the Caribbean and throughout the world. Students will acquire more advanced vocabulary and linguistic structures related to the themes of national identity, gender roles, values, artistic contributions from the target region, technology and the media, and global conflicts. This proficiency-based course is conducted in the target language and requires the active participation of all students. **Prerequisite: Successful completion of Level III.**

## AP® French Language and Culture

342

AP  
Full Year  
1 Credit  
Gr. 12



The AP French Language and Culture course provides students with opportunities to develop language proficiency across the three modes of communication: Interpretive, Interpersonal, and Presentational. The course focuses on the integration of authentic resources including online print, audio, and audiovisual resources, as well as traditional print resources that include literature, essays, and magazine and newspaper articles with the goal of providing a rich, diverse learning experience. AP French Language and Culture is a language acquisition course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where French is spoken and as such, is an immersion experience requiring almost exclusive use of French. Students communicate using rich, advanced vocabulary and linguistic structures as they build proficiency in all modes of communication toward the pre-advanced level. Students are required to take the AP exam in May. **Prerequisite: Successful completion of Level IV.**

## French IV—CCP

327

CCP  
Full Year  
1 Credit  
Gr. 11-12



In French IV—CCP, students will continue to develop their reading, writing, listening, and speaking skills by interacting with increasingly complex authentic texts and audio resources. Students enhance their cultural competence and understanding through a focused study of the cultural products and practices of francophone countries in the Caribbean and throughout the world. Students will acquire more advanced vocabulary and linguistic structures related to the themes of national identity, gender roles, values, artistic contributions from the target region, technology and the media, and global conflicts. This proficiency-based course is conducted in the target language and requires the active participation of all students. **Prerequisite: Successful completion of Level III.**

## Spanish I—CCP

311

CCP  
Full Year  
1 Credit  
Gr. 9-12

Spanish I—CCP is an introductory course for students who need a basic foundation or have no previous study in the language. The course develops students' reading, writing, listening, and speaking skills through exposure to authentic texts and audio resources. Students enhance their cultural competence and understanding through a focused study of the products and practices of Spain. Students will acquire vocabulary and basic linguistic structures related to the topics of personal identity, families, schools, and communities. This proficiency-based course is conducted in the target language and requires the active participation of all students.



## Spanish II—ACC

318

ACC  
Full Year  
1 Credit  
Gr. 9-12

Spanish II—ACC is an intensive course designed for students who have excellent study habits and want experiences that will prepare them for advanced work in the language. In this course, students will continue to develop their reading, writing, listening and speaking skills by interacting with authentic texts and audio resources. Students enhance their cultural competence and understanding through a focused study of the products and practices of Mexico. Students will acquire additional vocabulary and linguistic structures related to the themes of cultural celebrations, routines, childhood, health and illness, and traveling around the town. This proficiency-based course is conducted in the target language and requires the active participation of all students. **Prerequisite: Successful completion of Level I.**



## Spanish II—CCP

317

CCP  
Full Year  
1 Credit  
Gr. 9-12

In this course, students will continue to develop their reading, writing, listening and speaking skills by interacting with authentic texts and audio resources. Students enhance their cultural competence and understanding through a focused study of the products and practices of Mexico. Students will acquire additional vocabulary and linguistic structures related to the themes of cultural celebrations, routines, childhood, health and illness, and traveling around the town. This proficiency-based course is conducted in the target language and requires the active participation of all students. **Prerequisite: Successful completion of Level I.**



## Spanish—III ACC

ACC  
Full Year  
1 Credit  
Gr. 10-12

Spanish III—ACC is an intensive course designed for students who have excellent study habits and want experiences that will prepare them for advanced work in the language. In this course, students will continue to develop their language skills by interacting with increasingly complex authentic texts and audio resources. Students enhance their cultural competence and understanding through a focused study of the cultural products and practices of Latin America and the Caribbean. Students will acquire more advanced vocabulary and linguistic structures related to the themes of professions, adolescent leisure activities, cultural identities, arts and culture, and global citizenship. This proficiency-based course is conducted in the target language and requires the active participation of all students. **Prerequisite: Successful completion of Level II.**



## Spanish—III CCP

311

CCP  
Full Year  
1 Credit  
Gr. 10-12

In Spanish III—CCP, students will continue to develop their language skills by interacting with increasingly complex authentic texts and audio resources. Students enhance their cultural competence and understanding through a focused study of the cultural products and practices of Latin America and the Caribbean. Students will acquire more advanced vocabulary and linguistic structures related to the themes of professions, adolescent leisure activities, cultural identities, arts and culture, and global citizenship. This proficiency-based course is conducted in the target language and requires the active participation of all students. **Prerequisite: Successful completion of Level II.**



## Spanish—IV ACC

335

ACC  
Full Year  
1 Credit  
Gr. 11-12



Spanish IV—ACC is an intensive course designed for students who have excellent study habits and want experiences that will prepare them for advanced work in the language. In this course, students will continue to develop their reading, writing, listening, and speaking skills by interacting with increasingly complex authentic texts and audio resources. Students enhance their cultural competence and understanding through a focused study of the cultural products and practices of countries in South America. Students will acquire more advanced vocabulary and linguistic structures related to the themes of national identity, gender roles, values, artistic contributions from the target region, technology and the media, and global conflicts. This proficiency-based course is conducted in the target language and requires the active participation of all students. **Prerequisite: Successful completion of Level III.**

## Spanish—IV CCP

324

CCP  
Full Year  
1 Credit  
Gr. 11-12



In Spanish IV—CCP students will continue to develop their reading, writing, listening, and speaking skills by interacting with increasingly complex authentic texts and audio resources. Students enhance their cultural competence and understanding through a focused study of the cultural products and practices of countries in South America. Students will acquire more advanced vocabulary and linguistic structures related to the themes of national identity, gender roles, values, artistic contributions from the target region, technology and the media, and global conflicts. This proficiency-based course is conducted in the target language and requires the active participation of all students. **Prerequisite: Successful completion of Level III.**

## Spanish V—ACC

340

ACC  
Full Year  
1 Credit  
Gr. 12



In this advanced course, students will develop listening, speaking, reading, and writing skills to analyze, discuss and compare the perspectives and practices of hispanic countries throughout the world. The following themes may be studied: immigration, multiculturalism, overcoming stereotypes, family roles and traditions, ethical and moral dilemmas, scientific progress, environmental issues, government, education, healthcare, human rights, and contemporary global challenges. This proficiency-based course is conducted completely in the target language and requires the active participation of all students. **Prerequisite: Successful completion of Level IV.**

AP<sup>®</sup> Spanish Language and Culture

343

AP  
Full Year  
1 Credit  
Gr. 12



The AP Spanish Language and Culture course provides students with opportunities to develop language proficiency across the three modes of communication: Interpretive, Interpersonal, and Presentational. The course focuses on the integration of authentic resources including online print, audio, and audiovisual resources, as well as traditional print resources that include literature, essays, and magazine and newspaper articles with the goal of providing a rich, diverse learning experience. AP Spanish Language and Culture is a language acquisition course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where Spanish is spoken and, as such, is an immersion experience requiring almost exclusive use of Spanish. Students communicate using rich, advanced vocabulary and linguistic structures as they build proficiency in all modes of communication toward the pre-advanced level. Students are required to take the AP exam in May. **Prerequisite: Successful completion of Level IV.**

# Career and Technical Education (CTE)

*Courses available at Salem High School and Pinkerton Academy*

Those students who wish to gain career and technical training and certification while still in high school should consider the opportunity of attending a regional CTE Center. Students who enroll in the program take their academic courses at Timberlane Regional High School and a two period career and technical course at the CTE Center at Salem High School or Pinkerton Academy. Transportation to Salem High School is provided by Timberlane Regional High School. Students attending Pinkerton programs are required to provide their own

## The following CTE programs are available through the CTE in Salem:

Automotive Technology Pathway

Biomedical Science Pathway

Business Pathway

Computer Science and Technology Pathway

Graphic Design Pathway

Carpentry Construction Pathway

transportation.

Culinary Arts and Hospitality Pathway

Health Science Pathway

Marketing Pathway

Teaching Pathway

Television and Media Production Pathway

Cosmetology Pathway

### Automotive Technology

Automotive Technology is a two year program aimed at preparing students for careers in the automotive industry such as: automotive technicians, service writers, engineers, parts distributor, and aviation and diesel technicians. Many students their education at community and technical colleges and gain employment. Students can earn industry credentials and college credit through Manchester Community College.

### Automotive Technology 1

861

CCP

Full Year

2 Credits

Double  
Period

Gr. 11

In Automotive Technology 1, students will study many of the major automotive systems while learning how a quality automotive shop operates. Major topics of instruction include shop safety, shop operations, lubrication, engine components, steering and suspension, brake systems, and vehicle safety inspections. Students will also develop an understanding of service write-ups, customer service, and parts management. Students will gain valuable hands-on experience performing live work in the Salem AutoTech shop. Appropriate safety instruction is provided and students are required to wear proper footwear, eyewear, and clothing for use in laboratory activities. The National Institute for Automotive Service Excellence (ASE) recognizes the Salem Automotive Technology program as a certified training program and it has achieved National Automotive Technicians Education Foundation (NATEF) certification. Students will be eligible to earn SP2 safety certification, Valvoline oil certification, as well as industry-driven training from various local companies.

### Automotive Technology 2

863

CCP

Full Year

2 Credits

Double  
Period

Gr. 12

In Automotive Technology 2, students will use the skills and competencies mastered in Automotive Technology 1, while mastering new competencies in front-end alignment, steering and suspension, emissions, engine principles, cooling and heating systems, electrical diagnosis and repair as well as scan tool use. A continued emphasis on safety, shop management, and proper workplace attitude are important components of this course. Students are required to provide proper footwear and clothing for use in laboratory activities. Automotive related colleges and post-secondary schools visit the program each fall to inform students of post-secondary options. Students will be eligible for student level ASE certification and have the opportunity to compete in Skills USA competition. **Prerequisite: Grade of C or better in Automotive Technology 1 or teacher recommendation.**

## Biomedical Science

Biomedical Science is a laboratory-based, two year program aimed at preparing students for a variety of careers and professions in the life science, biotechnology and medical fields. This program will prepare students for careers in medicine, genetics, biotechnology, pharmaceuticals, biochemistry, biomedical engineering, and research. Students will have access to state-of-the art equipment and technology which rivals many post-secondary programs.

### Biomedical Science 1

870A

CCP  
Full Year  
2 Credit  
Double  
Period  
Gr. 11

Biomedical Science 1 is a course for students who are interested in learning hands-on laboratory skills related to life sciences, chemistry, biochemistry, and the health sciences. Students studying biomedical science go on to careers in research, medicine, pharmaceuticals, genetics, forensic science, and many other sciences. Experience working in a state-of-the-art biotechnology lab while gaining an appreciation of how biotechnology affects our everyday lives. Students will study techniques in DNA manipulation, cell culture, protein, purification, drug discovery, microbiology, bioinformatics, and much more. This course provides skills that are applicable to the medical, biotechnology, and life science industry. **Prerequisite: Grade of C or better in Current Science Course.**

### Biomedical Science 2

870B

CCP  
Full Year  
2 Credits  
Double  
Period  
Gr. 12

This is the third course in the biomedical science program with a focus on advanced topics and skills related to biomedical science, biochemistry and biotechnology. Students will further their skills in areas including recombinant DNA technology, protein production, purification, DNA 'barcoding', and plant and animal cell culture techniques. As experienced scientists, students are given the opportunity to gain experience working independently on a number of long term research projects. Microbiology is not a prerequisite for this course; however, all three courses must be successfully completed to become a biotechnology program completer. **Prerequisite: Grade of C or better in Biomedical Science 1.**

## Business Pathway

The Business Pathway is a four-course program that offers students the opportunity to earn 12 college credits through Manchester Community College which may be transferred to many 4-year colleges and universities. This core group of business courses is integral to most college business programs and will prepare you for careers in business, management, insurance, finance, and marketing.

### Year 1 of Business Pathway

#### Business Principles (semester 1)

TBD

CCP  
Half Year  
1 Credit  
Double  
Period  
Gr. 10-11

This course will provide you with a basic understanding of the structures and operations of business. You will gain an awareness of social and ethical responsibility as it relates to the environment, consumers, employees and investors. Business ownership, management, marketing, the global economy, money and investments will also be explored. **Prerequisite(s): Application. This course is in the Business Pathway Program.**

#### Marketing (semester 2)

TBD

CCP  
Half Year  
1 Credit  
Double  
Period  
Gr. 10-11

The sales and marketing fields have great opportunity for employment. In this semester-long course, students will take an in-depth look into the marketing of goods and services within the diverse marketing industry. Topics include sports and entertainment, fashion, retail and marketing communication. **Prerequisite(s): Successful completion of Business Principles.**

### Year 2 of Business Pathway

#### Accounting, Honors (semester 1)

TBD

CCP  
Half Year  
1 Credit  
Double  
Period  
Gr. 11-12

This course provides a rigorous, comprehensive study, of accounting principles. Students who are interested in a career in accounting, financial management, or who intend to major in business in college should consider this course. The course content is equivalent to a first semester college accounting course. **Prerequisite(s): Successful completion of Business Principles.**

#### OR

#### Business Law (semester 1)

TBD

CCP  
Half Year  
1 Credit  
Double  
Period  
Gr. 11-12

Business law will increase your understanding of business' responsibility to know, abide by, and enforce laws and regulations that affect business operations and transactions. Students will work with case studies to learn how business and personal law affect organizations and individuals. Topics discussed include: constitutional law for business and on-line commerce, torts and privacy, business and cyber-crimes, ethics and social responsibility, and contracts and warranties. **Prerequisite(s): Successful completion of Business Principles.**

## Business Management (semester 2) TBD

CCP  
Half Year  
1 Credit  
Double  
Period  
Gr. 11-12

In Business Management, you will be introduced to the principles and techniques underlying the successful management of business organizations. Topics you will learn include: supply and demand, market structure, entrepreneurship, leadership, motivational techniques, ethics and social responsibility, management styles, and their functions of management. You will analyze basic management activities and apply knowledge to complete a business plan for a company of your own creation. **Prerequisite(s): Successful completion of Business Principles.**

## Computer Science Pathway

The Computer Science Pathway is a two-year program designed for students who are interested in careers in the information technology sector such as programing, software development and software engineering. This is one of the fastest growing sectors for job growth with excellent earning potential. Career pathways include certificate program, and two and four-year college degrees.

## AP Computer Science Principles 873A

AP  
Full Year  
2 Credit  
Double  
Period  
Gr. 10-11

This is a full year course, meeting every day, that is both AP and Running Start (Manchester Community College). Students learn about the Internet, programming and App development using Python; data science using Pyret; and cybersecurity. We cover the standard AP Computer Science Principles curriculum through CodeHS, CMU Academy (Python), plus a more in-depth look into data science using Bootstrap World and a more in-depth look into cybersecurity using NCyTE and by participating in Cyberstart America competition. Prerequisite: Successful completion of Algebra 1 (this course can be taken at sending school)

## AP Computer Science A 873B

AP  
Full Year  
2 Credit  
Double  
Period  
Gr. 10-12

This is a full year course, meeting every day, that is AP and FIRST (4 CR - UNH Manchester). Students learn about the Java programming language including: Primitive Types, using Objects, Boolean Expressions and if Statements, Iteration, Writing Classes, Array, ArrayList, 2D Array, Inheritance, and Recursion and Advanced Data Structures. We also work with Raspberry Pi (Python) and physical computing. Prerequisite: AP Computer Science Principles

## Advanced Cybersecurity TBD

CCP  
Full Year  
2 Credit  
Double  
Period  
Gr. 11-12

This is a full-year course, meeting every day and qualifies for college credit through UNH Manchester. Students will learn about Linux, security basics, actors and vulnerabilities, malware, attacks, and organizational security. This course is taught on the US CyberRange platform using cyber.org curriculum. This course prepares students to take the industry-recognized, Security+ exam. This certification would make them a valuable intern or entry-level security analyst. Prerequisite: AP Computer Science Principles

## Graphic Design Pathway

The Digital Graphics Application program provides students with a diverse exposure to multiple digital media types and digital graphic layout and design. A strong focus on learning and applying Adobe Creative Cloud Application including Indesign, Photoshop, Illustrator, Premier, and Flash. 12 college credits are available through the Running Start Program.

## Graphic Design 1 897B

CCP  
Full Year  
2 Credit  
Double  
Period  
Gr. 11

This course provides a broad-based curriculum designed to include a range of learning activities associated with the graphic design industry. Students work in a professional design lab environment with access to high-end computers, Adobe CS software, digital press and plotter printing technology, vinyl banner construction and other equipment relevant to project construction. All graphic design projects are industry standard and relevant to career success. Skills developed include learning correct technical composition, graphic design principles, graphic design codes, vector/photo manipulations, color theory, digital illustration and typography. Software skills focus on Adobe Photoshop, Illustrator, InDesign and Premier. Students will work on a variety of projects for both themselves and other clients in a team environment while building their portfolio.

## Graphic Design 2 898A

CCP  
Full Year  
2 Credit  
Double  
Period  
Gr. 12

This is the second year of the Graphic Design program and will continue to focus on improving and enhancing the creativity and design skills of students. Advanced software skills and projects will be emphasized as students continue to develop their portfolio, solidify their career plans, and hone their collaborative and project management skills. Opportunities for job shadows and internships are encouraged. Prerequisite: C or better in Graphic Design 1 or permission of instructor.

## Carpentry and Construction Technology

Construction technology is a program designed to prepare students for a career in the construction industry. Students interested in residential and commercial construction, construction management, architecture, and engineering will benefit from this program. The course is a blend of classroom theory and on-site, hands-on construction projects where students will learn basic building systems and techniques.

### Carpentry and Construction 1

865

CCP

Full Year

2 Credits

Double  
Period

Gr. 11

In this course, students will learn basic residential carpentry techniques beginning with a comprehensive unit on workplace and tool safety and progressing through residential framing techniques. Units of study will include tool selection and usage, plan reading, layout, footings and foundations, and floor and wall systems. Students should be comfortable on ladders and with working outside in a variety of conditions. Students will complete projects such as sheds, decks and additions as part of this program. Students are required to have proper work boots and clothing.

### Carpentry and Construction 2

867

CCP

Full Year

2 Credits

Double  
Period

Gr. 12

In Carpentry and Construction 2, students will expand on their skills from the first year and learn more advanced skills in areas such as roof and stair framing, siding systems, insulating, window installation, roofing, and finish work. Students will complete more advanced projects in this course. Students are required to have proper work boots and clothing. **Prerequisite: Grade of C or better in Carpentry and Construction 1.**

## Culinary Arts and Hospitality

Do you love to cook? Do you enjoy serving people and making them happy? The culinary and hospitality industry provides a wealth of opportunity to work and travel. Tourism is one of the largest industries in New Hampshire and demand for quality trained cooks and chefs is high. Students will gain excellent industry experience in this highly hands-on program learning their way around a commercial kitchen and restaurant. Students will work with a team of peers to successfully operate the on-site restaurant as well as catering a variety of functions.

### Culinary Arts 1

881

CCP

Full Year

2 Credits

Double  
Period

Gr. 11

In Culinary Arts I students will learn about kitchen safety and sanitation, culinary terminology, product identification, baking skills, knife skills and other culinary skills essential to the industry. Students will work as a team preparing food for the Three Seasons restaurant and other catering and culinary functions. If students enjoy cooking and working with a fun team in a fast-paced environment, then culinary arts is for them. Opportunity in the culinary and hospitality business is endless and is a profession that students can practice anywhere in the world.

### Culinary Arts 2

883

CCP

Full Year

2 Credits

Double  
Period

Gr. 12

In this course, students will build on their skills from year one and take on a leadership role in menu design, working brigade positions such as Sous Chef, dining room manager, expediting, and lead baker. Students assume all upper management positions within the kitchen, dining room, and bakery. Students will further refine their skills and knowledge by completing a culinary arts electronic portfolio. This project serves to document their cooking, baking pastry and employability skills, as well as their knowledge of safety and sanitation. Students may also participate in after school functions and banquets. College credit is available through Lakes Region Community College. **Prerequisite: Grade of a C or better in Culinary Arts 1 or teacher recommendation.**

## Health Science Technology

The health care industry is one of the top 3 industries in New Hampshire and abroad. The employment opportunity is vast in this diverse field of study. This outstanding program will prepare students for a variety of healthcare jobs. The program completers are highly successful and typically go on to be nurses, EMT's, physicians, occupational and physical therapists, pharmacists and physicians assistants to name a few.

### Health Science Technology 1

889

CCP

Full Year

2 Credits  
Double  
Period

Gr. 11

Health Science Technology is a two-year program for juniors and seniors who are interested in pursuing a career in the healthcare field. During the first year students will concentrate on establishing a strong foundation in anatomy and physiology, safety issues, infection control and career exploration. Students are eligible to receive 3 college credits in medical terminology from Manchester Community College. Classroom activities include: lecture, poster presentations, internet projects, competitive games, anatomy labs and audio-visual learning related to diagnosis, treatment and prevention of disease. Skills component include: vision and hearing testing, vital signs, (temperature, pulse, respiration and blood pressure), gown, glove and hand washing techniques as well as training in taking EKGs. The clinical experience for first year students includes vision and hearing testing at local elementary schools and Salem High School. Students also have the opportunity to assist in the annual "sport physicals" offered through the Athletic Department. Students interested in pursuing any career in healthcare would benefit greatly from this course. **Prerequisite: Grade of B- or better in Biology at time of application. Requirement: Immunization records, including a current PPD Test (within the last year) and name tag.**

## Health Science Technology 2

891

CCP

Full Year

2 Credits  
Double  
Period

Gr. 12

Health Science Technology 2 continues with the completion of studies in anatomy and physiology, pathophysiology, infectious disease, and safety training. American Heart Association CPR certification is provided to all level two students. During second semester, students choose to participate in one of three clinical rotations: Emergency Medical Technician (EMT), Nursing Assistant (NA), or Allied Health Community Internship (MA). The EMT and NA program require both classroom and clinical rotations at the Salem Fire Department or the Northeast Rehabilitation Hospital. These rotations will require some weekend and evening clinical hours. Upon successful completion of the EMT or NA program, and the corresponding state licensing exam, licensing will occur. Students in the NA program are responsible for coordinating and assisting with an annual blood drive. Students enrolled in the Allied Health Community Internship program (MA) require both classroom hours and a four month clinical rotation in the community with a preceptor of their choice. A clinical interview with the clinical preceptor is required for all students. At the end of the semester, students will have approximately 60 clinical hours of experience. Available community sites include agencies specializing in radiology, pharmacology, internal medicine, dental health, physical or occupational therapy and veterinarian medicine. Health Science Technology promotes responsibility, leadership, maturity, communication skills and professional behavior. **Successful completion of HST 1 and HST 2 satisfies the graduation requirement for health. Prerequisite: Grade of B- or better in HST 1 and teacher recommendation. Requirements: EMT course: EMT book and uniform approximate cost \$150.00 – NA course: book and uniform approximate cost \$100.00 – financial aid is available. NA students are required to have a current covid-19 and influenza vaccine prior to clinical. Name tag and immunization records with updated PPD within the year are also required.**

## Teaching Pathway

Are you considering a career as a teacher or in the education field? This program will prepare students to work in a school, for any grade or subject. Students will spend time in the classroom learning education theory and teaching strategies, working in the on-site preschool, or observing classrooms at various grade levels. If students who are considering school counseling, speech or occupational therapy, special education or teaching, this program will give them an excellent preparation for work in college.

### Teacher Education 1

857A

CCP  
Full Year  
2 Credits  
Double  
Period  
Gr. 11

Students who are considering a career in any level of education to education history, theory, and methods of teaching. This course provides students with a basic understanding of an introduction to teaching and the education profession. The competencies and curriculum focus on education topics similar to those taught in a college course. The nature of this course requires mature, responsible, self directed learners interested in pursuing a career in the education field. Teacher education 1 also requires students to complete observation hours in a variety of classroom settings. This course earns 4 college credits from SNHU. Prerequisite: Grade of C+ or better in previous Math and English classes. .

### Teacher Education 2

857B

CCP  
Full Year  
2 Credits  
Double  
Period  
Gr. 12

Teacher Education 2 focusses on child growth and development. Theories relevant to individual stages of development are discussed in the sociological , cultural and psychological aspects of human growth and development are studied. This course will introduce students to the principles and practices of assessment for teaching and learning.

Grade of C+ or better in Teacher Education 1.

## Television and Media Production

Television and Video Production is a program designed for students who are interested in careers in the visual arts, broadcasting and production. This highly hands-on, project oriented program teaches students a multitude of skills and techniques which rivals many college programs. If students have an interest or passion for film, broadcasting, TV and production, this is where they belong. Many of graduates have gone on to lucrative jobs and careers in this profession.

### Television and Media Production 1

864

CCP  
Full Year  
2 Credits  
Double  
Period  
Gr. 11

Television and Media Production 1 is designed to help you gain and understanding of the writing and technical skills required for quality video production. Emphasis will be on building a foundation through lecture, readings, writings, and video production. You will utilize state of the art television, computer, and multimedia equipment to produce quality media production.

### Television and Media Production 2

858

CCP  
Full Year  
2 Credits  
Double  
Period  
Gr. 12

Television and Media Production 2 is an advanced course where students master basic TV production techniques and gain greater experience in TV production. You will assume the role of writer, producer, director, actor, camera person, technical and audio director , and editor, while applying organizational production skills to produce a weekly newscast among many other projects throughout the year. Prerequisite: Grade of C+ or better in Television and Media Productions 1.

## Cosmetology Pathway

Cosmetology is the newest program offered at the Salem CTE where a brand new salon and classroom have been constructed. Cosmetology is a high demand area with a strong employment outlook. The State of New Hampshire requires 1500 hours of education and clinical experience for licensing. Through partnerships with post-secondary cosmetology schools, students can earn up to 300 clinical hours over the 2 year CTE program. Students should have strong communication skills as this is a very social environment. Because clinical hours are accrued, all absences must be made up to account for lost hours. Students are responsible for obtaining an apprentice license (\$25.00) and a cosmetologist's kit and mannequin (\$125.00). Financial and fundraising assistance is available.

### Cosmetology 1

848

CCP

Full Year

2 Credits

Double

Period

Gr. 11

*In Cosmetology 1 students will be introduced to the cosmetology industry and associated careers. Students will work in a combined classroom and hands-on environment learning safety and sanitation, hair cutting and styling techniques, nail technology and esthetics. A newly constructed cosmetology salon serves as the classroom for working with hair mannequins. All students are required to obtain a cosmetology apprentice license from the State of New Hampshire and purchase a cosmetology kit and mannequin head (approx.. \$100.00).*

### Cosmetology 2

849

CCP

Full Year

2 Credits

Double

Period

Gr. 12

*In cosmetology 2, students continue to improve and practice their skills from level 1 while learning more advanced hair cutting and styling techniques, coloring techniques and advanced esthetics such as facials and pedicures. Students will learn about the business of salon operations and ownership. Cosmetology 2 students will have the opportunity to work with customers in the salon. An additional cost for advanced tools may be required (\$75). Prerequisite: grade of C or better or teacher recommendation.*

**The following CTE programs are available through the regional center at  
Pinkerton Academy:**

Animal Science  
Electrical Technology

Environmental Science and Natural Resources  
Welding Technology

**Introduction to Animal Science 859A**

CCP  
Half Year  
.5 Credit  
Gr. 11

This half-year (0.5 credit) course is designed for students who might be considering a career in some phase of animal science such as animal management/trainer, veterinary science, or agribusiness. Selected units of instruction will include zoonoses, reproduction, digestive systems, and nutrition of companion and livestock animals.

CTE APPLICATION REQUIRED  
Note: Students take concurrently with Introduction to Animal Management for the first semester.

**Animal Management 859**

CCP  
Full Year  
1 Credit  
Gr. 11

In this full-year (1 credit) course, students will learn how to successfully become prepared to work in an animal care facility by learning proper sanitation and care techniques of the small animals within the lab. Specific units of instruction will include but are not limited to: proper animal husbandry of large and small animals, breeds of animals, careers in the animal industry, resumes, animal economics and All Aspects of Industry. College articulations are available.

CTE APPLICATION REQUIRED  
Note: Students take concurrently with Introduction to Animal Science for the first semester.

**Animal Health & Veterinary Technology 859B**

CCP  
Full Year  
2 Credits  
Double Period  
Gr. 12

This full-year (2 credit) course meets every day. It is designed for students who are interested in a future career with animals in the health and veterinary technology field. Specific units of instruction will include but are not limited to: introduction to veterinary technology, veterinary terminology,, animal diseases, animal welfare ethics and treatment, animal first aid. Students will also learn how to properly groom canines and run a student CTE enterprise, The Pinkerton Pet Palace. College articulations are available.

PREREQUISITE: Successful completion of Animal Management with a min. grade of 80 and permission from the CTE Director.

**Electrical Technology I 872**

CCP  
Full Year  
2 Credits  
Double Period  
Gr. 11

This full-year (2 credit) course meets every day. It is the first half of a 2-year program designed to have the student gain the knowledge and skills necessary to successfully enter the field as an apprentice electrician. The student will acquire skills in all phases of residential wiring including basic electrical theory, safety, special tools and test equipment, blueprint reading and local requirement calculations, normal residential circuits, and special purpose wiring systems. Hands-on experience is accomplished in a simulated residential setting. Job searching skills as well as quality workmanship and professionalism will be an integral part of the classroom environment.

CTE APPLICATION REQUIRED  
PREREQUISITE: Completion of Algebra 1A or B with a 75 or higher, or an 80 for Algebra 1C  
LAB FEE: Students will be required to obtain the NH Apprentice Electrical license-approximate cost is \$30.  
RECOMMENDED: It is recommended to take Intro to Electrical Systems prior to Electrical Technology 1.

**Electrical Technology II 872A**

CCP  
Full Year  
2 Credits  
Double Period  
Gr. 12

This full-year (2 credit) course meets every day. It is the second half of a 2-year program and intensifies, follows through, and elaborates on material covered in Electrical Technology 1. It covers industrial electricity and motors, basic CAT 5 and fiber terminations, and work with transformers and generators. Students will also participate in the actual wiring, planning, cost estimation, NEC code requirements, and material acquisition needed to complete various renovations and repairs on the Pinkerton campus. Successful completion of the Electrical Technology 1 and 2 programs will credit the student with a portion of classroom and work hours required to obtain a Journeyman Electrical License.

PREREQUISITE: Completion of Electrical Technology 1 with a 75 or higher and permission from the CTE Director.  
LAB FEE: Students will be required to renew their NH Apprentice Electrical license-approximate cost is \$30.

Environmental Science & Natural Resources I

884A

CCP  
Full Year  
2 Credits  
Double Period  
Gr. 11-12

This full-year (2 credit) course meets every day. It is for students who wish to explore and conserve both public and private habitats through a variety of real life science applications. Activities in this course use science, planning, and geospatial technology to protect and restore forest ecosystems. This course will teach students how to conserve and sustain the forest to provide wildlife habitat, conserve soils, watersheds and recreational opportunities. Students will gain skills and experience through a variety of engaging real life activities in the vast Pinkerton Academy outdoor and indoor classroom. Students will utilize class time to engage in outdoor activities throughout the seasons applying skills to both Pinkerton Academy’s outdoor classroom and Forsaith Forest in Chester, NH. Students obtain Industry certifications in outdoor safety. College articulations are available. Related student organizations include: FFA and SEA.



CTE APPLICATION REQUIRED

Environmental Science & Natural Resources II

TBD

CCP  
Full Year  
2 Credits  
Double Period  
Gr. 11-12

This full-year (2 credit) course meets every day. It is for students who wish to further their knowledge and skills in environmental science. Activities include analyzing and applying the skills acquired in classes like Biology, Environmental, Animal science and other ecological sciences. This course will teach students to apply knowledge to global ecosystems, native & invasive wildlife and plants, drinking water and pollution. Students will deploy game cameras on campus to study and understand the diversity of Pinkerton. They will participate in a citizenship science project that focuses on responsible stewardship of the environment. There are many hands-on activities and chances to develop industry relations with maple syrup production, NH Fish and Game, NH Audubon, Manchester Water Works and Forsaith Forest in Chester. Students will obtain Industry certifications in outdoor safety. College articulations are available. Related student organizations: FFA and SEA.



PREREQUISITE: Successful completion of Environmental Science and Natural Resources 1 and permission from the CTE Director.

Welding Technology I

874

CCP  
Full Year  
2 Credits  
Double Period  
Gr. 11

This full-year (2 credit) course meets every day. It is the first half of a 2-year program and is designed for anyone who wishes to learn welding and metal fabrication. Students are instructed in the safe operation of all tools, material handling and techniques used in welding. Areas of instruction include flame cutting, brazing, arc welding, and metal-fabrication. Personal protective equipment required to be worn.

CTE APPLICATION REQUIRED

Welding Technology II

874A

CCP  
Full Year  
2 Credits  
Double Period  
Gr. 12

This full-year (2 credit) course meets every day. It is the second half of a 2-year program and intensifies, follows through, and elaborates on material covered in Welding Technology 1. Emphasis will be on entry-level job proficiency with gas welding, soldering, cutting skills with ferrous and non-ferrous materials, shielded electrode arc welding equipment, metal fabrication and power tools, metal inert gas (MIG) welding, and tungsten inert gas (TIG) welding. Modern welding techniques developed for aluminum and steel alloys will be skill options available to students. Focus will be on production, fabrication and repair skills rather than home-type objectives. Personal protective equipment required to be worn.

PREREQUISITE: Successful completion of Welding Tech. 1 with a min. grade of 75 and permission from the CTE Director.

# Evening Division

The Evening Division program offers students a way to learn outside of the traditional school day. Most Evening Division students are taking classes during the daytime as well. Many students use Evening Division courses to supplement their educational program, while others are ‘catching up’ with their credit status. Students in these classes, which utilize the same curricula and many of the same teachers as the day school program, earn CCP credit towards a Timberlane Regional High School diploma. Students wishing to complete their education solely in the evening must complete the exact same requirements as students in the day program. Those interested should contact their school counselor for a schedule of the classes, requirements for entry, and restrictions on the number of absences. Most classes meet one evening a week, from 4:00—7:00 pm. Specific class offerings are finalized in August and December of each school year. For more information, please contact the School Counseling office at the high school.

Courses typically offered through Evening Division (subject to change):

## Course Descriptions:

### ART

<b>Foundations of Art</b>	<b>001</b>
CCP	Fundamental two-dimensional and three-dimensional art and design will be investigated.
Spring	Elements of art, drawing and painting skills, expressive ideas and imaginative thinking will be reinforced. Introduction to artists and techniques both contemporary and historic are included to enhance understanding. <b><i>Foundations of Art is a prerequisite to all other Art Department courses.</i></b>
.5 Credit	
Gr. 9-12	

### BUSINESS

<b>Microsoft Office Essentials</b>	<b>108</b>
CCP	This hands-on course is designed to develop proficiency in Microsoft Office and enhance decision making, productivity communication and problem solving skills. Instructional strategies include computer/technology applications, interdisciplinary and/or culminating projects, problem solving and critical thinking activities. Integral to the course will be student creation and design of original documents. This course meets computer requirements for graduation.
Spring	
.5 Credit	
Gr. 9-12	

### ENGLISH

<b>World Literature</b>	<b>221</b>
CCP	In this course, students will explore world literature that is chosen for its relevance as an expression of human thought and its relationship to students’ own experiences. Students will learn to analyze texts and research, understand the societies from which they emerged, and recognize the roles those societies played in shaping today’s world. Literature will represent a variety of genres and cultures. Students will continue to develop skills through vocabulary development, informational writing, argumentative writing, research, and oral presentations.
Fall	
1 Credit	
Gr. 10-12	




<b>American Literature</b>	<b>218</b>
CCP	This course focuses on the major movements of American Literature including: Puritanism, Romanticism, Realism, Modernism, and Post-Modernism. A variety of texts will be read including: poetry, drama, fiction, and non-fiction that also correspond to the major movements in US history. Students will continue to develop skills through vocabulary study, literary analysis, and composition. A major research paper is an expectation of all students in this course.
Spring	
1 Credit	
Gr. 11-12	



**Expository Writing****217**


CCP  
Fall  
.5 Credit  
Gr. 11-12



Expository Writing is a course in nonfiction writing designed to foster critical and complex thinking. Students will compose a variety of analytical essays in the following genres: personal, definition, compare and contrast, persuasive, and research. Throughout the course, emphasis will be placed on prewriting, revision and frequent peer and teacher conferences. In addition, the class will read the work of the professional authors as a means of exploring writing strategies and of understanding the links between reading and writing. Regular and varied reading of informational texts and nonfiction is also required. Vocabulary development will be a regular feature of this course.

**Introduction to Critical Analysis****223**


CCP  
Fall  
.5 Credit  
Gr. 11-12



This course prepares students to read, write, speak, and listen in order to critically analyze a variety of genres of text. Emphasis will be placed on analysis strategies for developing effective critiques on literary and informational topics. All formal writing assignments will be process-centered; that is, pre-writing, peer and teacher conferencing, and frequent revision. Additional focus will be placed on evaluating opinions and collaborating through discussion as a means to critique literary and informational texts. Vocabulary study is an expectation of each student.

**Shakespeare****TBD**

CCP  
Spring  
.5 Credit  
Gr. 11-12



Students in Shakespeare engage in analysis of Shakespeare's works. Representative plays and poetry will be read and critiqued through discussion and writing. In addition, the literature will be studied within the historical and cultural context of Elizabethan/Jacobean England. Each student will be required to complete a research project on one aspect of Shakespeare's work.

**The Short Story and Its Writer****255**

CCP  
Spring  
.5 Credit  
Gr. 11-12

Students in this course will trace the development of the art of short story writing from the nineteenth century and twentieth century. Students will study a number of authors and literary movements. Writing skills such as character development, construction of plot, point of view, setting, and figurative language, will be developed through analysis and practice. Students will complete analytical, argumentative and research based essay writing. In addition to the texts that are read and the writing that is completed, class discussions, grammar study, and vocabulary study will be integral components of the course.

**HEALTH AND PHYSICAL EDUCATION****Intro to Physical Education****405**

CCP  
Fall/Spring  
.5 Credit  
Gr. 10-12

This course will cover the 5 Components of Physical Fitness (Cardio-vascular endurance, muscular strength, muscular endurance, flexibility, and body composition). Students will engage in a variety of activities such as, but not limited to; strength training, yoga, interval training, plyometric workouts, and dance. Students will take responsibility for their own personal fitness levels. Individual fitness plans will be developed and monitored throughout the course.

**Health I****402**

CCP  
Fall  
.5 Credit  
Gr. 9-12

The Health I course is designed to provide students with current information regarding the dimensions of health while giving them an opportunity to apply necessary skills for the future to be a healthy person. The topics students will be learning include, but are not limited to: Personal Health and Skills, Mental and Emotional Health, First Aid, CPR and AED, Alcohol, Tobacco, and Other Drugs, Nutrition, and Human Sexuality. The goal of this course is to explore major health topics and help students develop the necessary skills to achieve and maintain high-levels of health.

**Health II****412**

CCP  
Spring  
.5 Credit  
Gr. 10-12

Health II will take a deeper look at many of the course topics that were introduced in Health I. These topics may include but are not limited to: Eating Disorders, Addiction and Recovery, Healthy Relationships, and refresh skills in CPR and using an AED. Hands on activities, discussions, technology, and project based learning will be a large component of this class. Students will also be required to complete a service learning component. **Prerequisite: Successful completion of Health I.**

## MATH

### Algebra I

609

CCP  
Fall  
1 Credit  
Gr. 10-12



Students in Algebra I—CCP will develop problem-solving skills through the use of algebra, functions, relations, and analysis. Students will become fluent in algebraic simplification, solving equations, inequalities, and systems, and analyzing and transforming both linear and non-linear functions. Models, tables, equations, and graphs will form a basis for interpreting and analyzing data. Students will be expected to effectively communicate their processes both orally and in writing and to critique the reasoning of others. This course solidifies the foundation for all future math courses.

### Applied Geometry

616

CCP  
Fall/Spring  
1 Credit  
Gr. 10-12

This course is designed to support students who have had difficulty with the Algebra I concepts. Applied Geometry will engage and challenge students with all the topics presented in a traditional geometry program. These topics include angle and segment measurement, triangles, quadrilaterals, congruency, parallelism, similarity, circles, and an introduction to trigonometry. The program is designed to appeal to all learners with topics introduced by using hands-on activities that reflect real-life applications. Technological tools and Internet-based resources will be an integral part of classroom activities. **Prerequisite: Successful completion of Algebra I.**

### Algebra II—Part 1

623

CCP  
Fall/Spring  
1 Credit  
Gr. 11-12



This course provides the student with the basic algebra manipulation skills needed to compute solutions. The algebra topics offered are signed numbers, polynomial operations, solutions of linear equations and inequalities involving numerical and literal terms, factoring polynomials, word problems, formula manipulation, graphing linear equations, systems of linear equations and equations by factoring or the quadratic formula as well as quadratic equations and exponential functions. **Prerequisites: Successful completion of Algebra I and Geometry.**

## SCIENCE

### Physical Science

707

CCP  
Fall  
1 Credit  
Gr. 10-12



The purpose of this course is to provide a comprehensive introduction to the foundational concepts of physics and chemistry. This course is designed to serve as a prerequisite for other science courses.

### Applied Biology

713

CCP  
Spring  
1 Credit  
Gr. 10-12

This course involves the practical application of biological concepts to everyday life. Students will learn to be global citizens by studying topics such as environmental issues, animal husbandry, horticulture, and new advances in genetic engineering.

### Environmental Science

721

CCP  
Fall  
.5 Credit  
Gr. 11-12



This course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Students will take part in outdoor laboratory experiences and gain hands-on experience in environmentally related topics. **Prerequisite: Successful completion of Physical Science and Biology or Departmental approval.**

### Introduction to Meteorology

723

CCP  
Half Year  
.5 Credit  
Gr. 11-12



This course provides a survey of weather study including topics such as history of weather observations, atmospheric structure and composition, earth-sun relationships, air pressure and winds, cloud formation, air masses and resulting precipitation. Weather phenomena, such as hurricanes and tornadoes are investigated and the study of climates is introduced. **Prerequisite: Successful completion of two years of science.**

## SOCIAL STUDIES

### World History

811

CCP  
Fall  
1 Credit  
Gr. 10-12



World History builds upon the learning from the middle school curriculum and begins with a study of the Renaissance, moving into the Enlightenment, Age of Exploration and eventually into the 21<sup>st</sup> Century. This course includes units relating to events in Europe, Asia, Africa and the Americas. Students will be asked to use their classroom learning to interpret historical events. Analysis of primary sources, Internet and library-based research, field trips, reading from the text and other sources, film analysis and classroom discussions are all possible learning techniques.

**United States History****809**

CCP  
 Spring  
 1 Credit  
 Gr. 11-12

United States History builds upon the learning from the middle school curriculum and begins with a study of the end of the Civil War. This course takes an in-depth look at the events of the last part of the 19<sup>th</sup> Century, all of the 20<sup>th</sup> Century, and uses that learning to analyze the events of the first decade of the 21<sup>st</sup> Century. Students will be asked to join in classroom discussion, read outside of class, think creatively and write about their learning. A particular emphasis will be placed on the process of researching and writing a long-form paper.

**Current Issues****843**

CCP  
 Spring  
 .5 Credit  
 Gr. 11-12

This course will provide the students with a perspective of events and trends in the world as well as a contemporary view of history in the making. The development of communication, critical-thinking, decision-making, research and geography skills will center around strong student interaction. General topics include political, economic, and social trends, the environment, crime and international relations, and current world events.

**American Values in Film and Music****841**

CCP  
 Spring  
 .5 Credit  
 Gr. 11-12

This course used film and music to examine traditional and contemporary American values and ethical issues. Students will be able to explain how American values are represented in mass media and how they are perceived by outside sources. Personal traits of courage, love, family and integrity, in addition to social issues of racism, morality, freedom of religion, altruism and social justice will be explored. Because movies and television are filled with historical inaccuracies, the purpose of the course will not be to teach history but to use film and popular music as a vehicle for the students to examine and analyze society and themselves. Students may contract for accelerated credit.

**Cultural Geography****823**

CCP  
 Fall  
 .5 Credit  
 Gr. 11-12

This course deals with the interconnectivity of culture, politics, economics, religion, and human perception and regionalization. Students will recognize that places and regions serve as symbols for individuals and societies. Students will distinguish how cultural traits shape the characteristics of a region, analyze the increasing interdependence of the world's countries, and demonstrate how cooperation and conflict are involved in shaping the distribution of social, political, and economic spaces on Earth. Students will also explain the results of globalization and how changes in the physical environment can





**SAU #106 - Timberlane RSD  
Plaistow, NH**

**2022-23 Enrollment Projection Report**

# Table of Contents

Section	Page
Executive Summary.....	1
Historical Enrollment Table.....	2
Historical Enrollment Graph.....	3
Historical Enrollment by Town.....	4
Projected Enrollment Table.....	5
Projected Enrollment Graph.....	6
Projected Enrollment by Town.....	7
Historical & Projected Enrollment Graph.....	8
Historical & Projected Enrollment in Grade Combinations Line Graph.....	9
Historical & Projected Enrollment in Grade Combinations Stacked Column Graph.....	10
Birth to Kindergarten Relationship Graph.....	11
Additional Information .....	12
New England's PK-12 Enrollment Trends.....	13
Reliability and Use of this Document .....	14

# Enrollment Summary

The global pandemic continues to influence our nation's public health and economic stability in unpredictable ways. As such, it is still too early to identify many of the factors that could impact school enrollments. Over the past school year, we have seen fluctuations in the real estate market and job trends, which have impacted student attendance patterns. Moreover, during the past school year, we have seen how school enrollment patterns can differ substantially from one district to another, with some districts losing students while others experience an influx of students.

We are pleased to send you this report displaying the past, present, and projected enrollments for the District. These ten-year projections are designed to provide the District with yearly, up-to-date enrollment information that can be used by boards and administrators for effective planning and allocation of resources. Included in this report are graphs representing historical and projected grade-by-grade enrollments, as well as historical and projected enrollments in grade combinations. We have received the figures given to us by the District, and we assume that the method of collecting the enrollment data has been consistent from year to year.

Enrollment projections are more reliable in Years #1-4 in the future and less reliable in the "out-years." Projections six to ten years out may serve as a guide to future enrollments and are useful for planning purposes. In light of this, NESDEC has added a "Second Semester Refresher" enrollment projection at no cost to affiliates. (For more information please refer to the Reliability and Use of This Document section)

For the District, K-12 enrollments over the next three years are projected to increase by 80 students.

Summary provided in each individual town report.

# Historical Enrollment

School District: SAU #106 - Timberlane, NH

11/20/2022

Historical Enrollment By Grade																			
Birth Year	Births*	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2007	245	2012-13	96	238	241	252	273	290	312	290	334	334	329	354	332	386	0	3965	4061
2008	200	2013-14	117	205	265	241	258	267	294	316	286	329	302	331	354	348	0	3796	3913
2009	183	2014-15	99	212	248	264	244	258	262	291	307	283	310	297	334	356	0	3666	3765
2010	191	2015-16	100	196	226	258	271	246	261	266	293	311	277	310	304	347	0	3566	3666
2011	169	2016-17	112	210	216	229	256	277	244	273	265	293	301	274	301	315	0	3454	3566
2012	185	2017-18	137	220	248	220	239	259	286	253	270	266	280	301	274	301	0	3417	3554
2013	201	2018-19	132	217	233	250	225	244	255	289	252	268	249	283	296	273	0	3334	3466
2014	221	2019-20	123	249	231	227	261	235	251	264	296	252	271	248	276	301	0	3362	3485
2015	214	2020-21	92	187	247	215	222	259	224	229	260	285	241	268	255	284	0	3176	3268
2016	223	2021-22	101	234	241	244	224	234	263	226	236	254	257	238	262	271	0	3184	3285
2017	223	2022-23	148	220	267	244	247	234	239	267	227	243	248	254	237	268	0	3195	3343

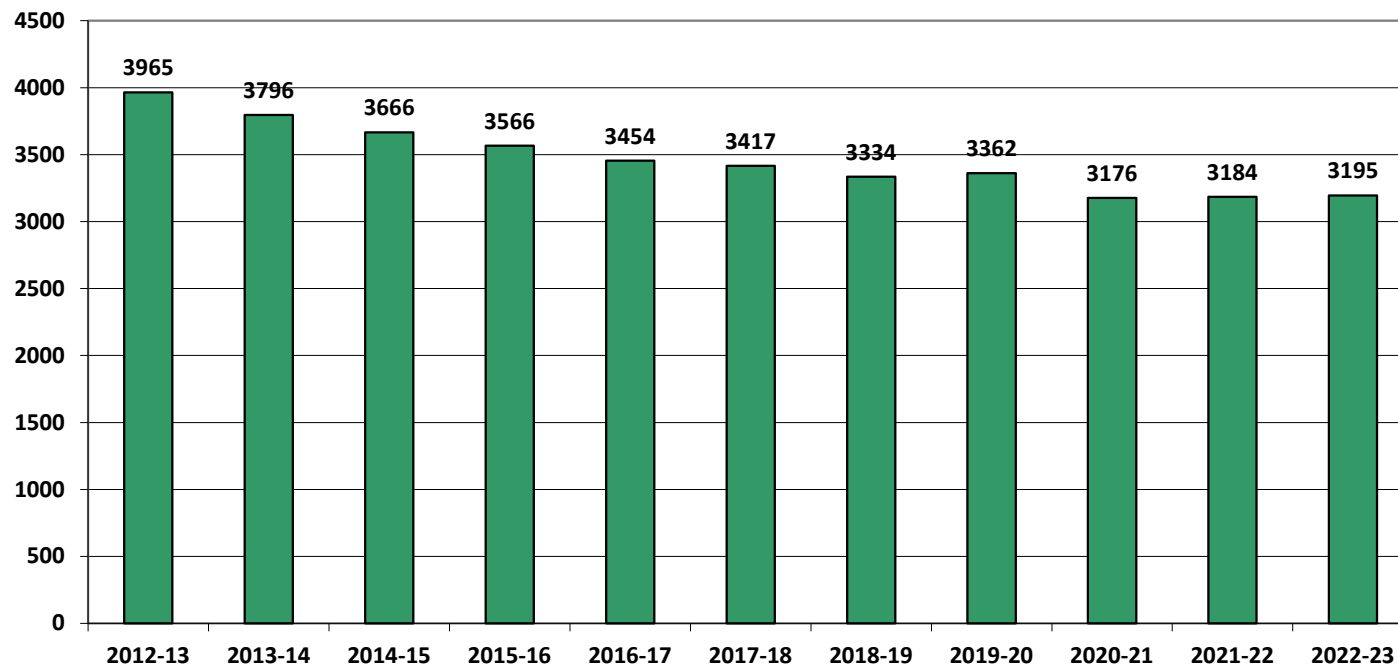
\*Birth data provided by Public Health Vital Records Departments in each state.

Historical Enrollment in Grade Combinations									
Year	PK-5	K-5	K-6	K-8	5-8	6-8	7-8	7-12	9-12
2012-13	1702	1606	1896	2564	1270	958	668	2069	1401
2013-14	1647	1530	1846	2461	1225	931	615	1950	1335
2014-15	1587	1488	1779	2369	1143	881	590	1887	1297
2015-16	1558	1458	1724	2328	1131	870	604	1842	1238
2016-17	1544	1432	1705	2263	1075	831	558	1749	1191
2017-18	1609	1472	1725	2261	1075	789	536	1692	1156
2018-19	1556	1424	1713	2233	1064	809	520	1621	1101
2019-20	1577	1454	1718	2266	1063	812	548	1644	1096
2020-21	1446	1354	1583	2128	998	774	545	1593	1048
2021-22	1541	1440	1666	2156	979	716	490	1518	1028
2022-23	1599	1451	1718	2188	976	737	470	1477	1007

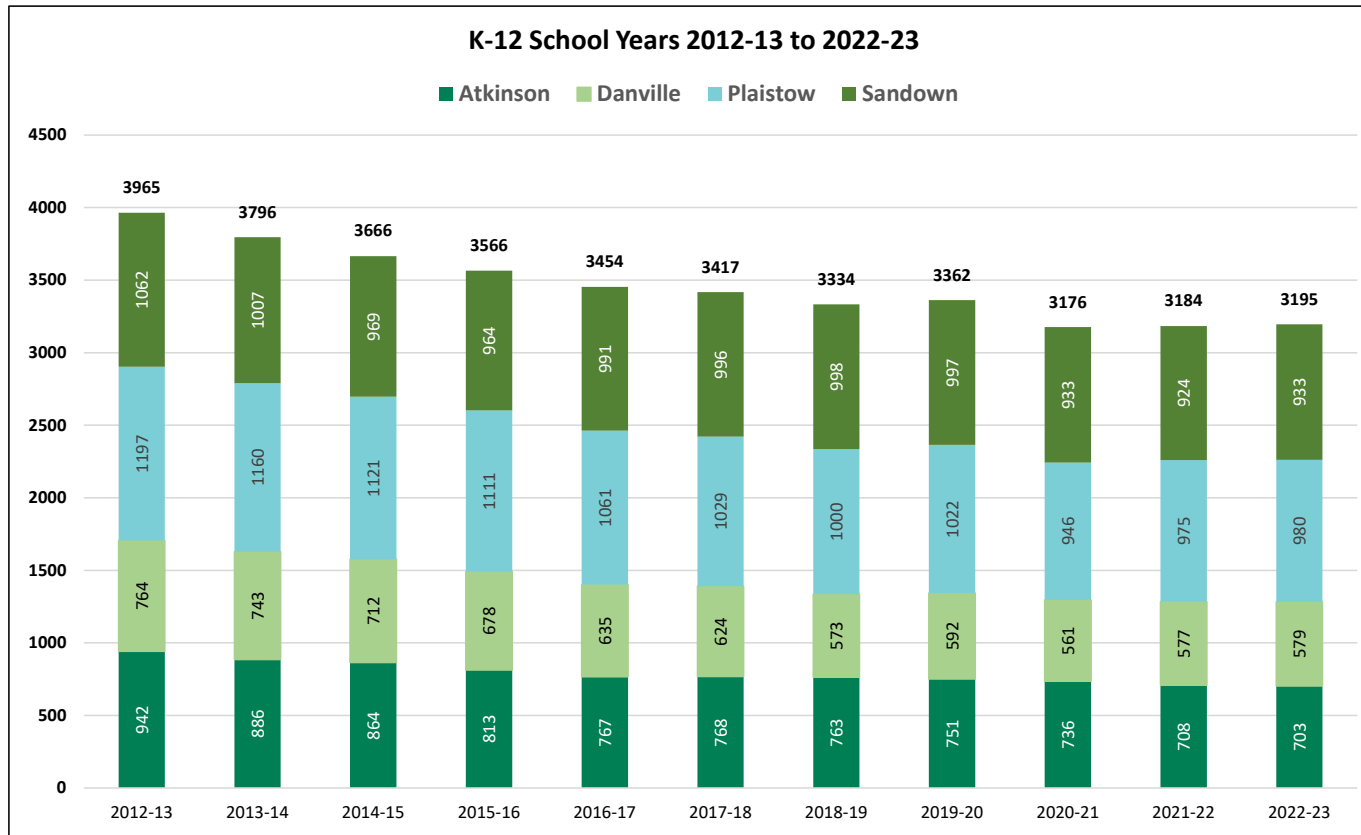
Historical Percentage Changes			
Year	K-12	Diff.	%
2012-13	3965	0	0.0%
2013-14	3796	-169	-4.3%
2014-15	3666	-130	-3.4%
2015-16	3566	-100	-2.7%
2016-17	3454	-112	-3.1%
2017-18	3417	-37	-1.1%
2018-19	3334	-83	-2.4%
2019-20	3362	28	0.8%
2020-21	3176	-186	-5.5%
2021-22	3184	8	0.3%
2022-23	3195	11	0.3%
Change	-770	-19.4%	

# Historical Enrollment

K-12, School Years 2012-13 to 2022-23



# Historical Enrollment By Town



Town	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Atkinson	24%	23%	24%	23%	22%	22%	23%	22%	23%	22%	22%
Danville	19%	20%	19%	19%	18%	18%	17%	18%	18%	18%	18%
Plaistow	30%	31%	31%	31%	31%	30%	30%	30%	30%	31%	31%
Sandown	27%	27%	26%	27%	29%	29%	30%	30%	29%	29%	29%

\* percentages rounded

# Projected Enrollment

School District: SAU #106 - Timberlane, NH

11/20/2022

Enrollment Projections By Grade*																				
Birth Year	Births*		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2017	223		2022-23	148	220	267	244	247	234	239	267	227	243	248	254	237	268	0	3195	3343
2018	258		2023-24	149	265	246	265	250	254	235	240	270	227	235	248	255	244	0	3234	3383
2019	214		2024-25	150	221	295	244	271	258	255	236	242	269	218	235	249	265	0	3258	3408
2020	227		2025-26	151	236	248	293	250	280	259	255	239	243	260	218	235	259	0	3275	3426
2021	238		2026-27	152	247	264	246	300	258	281	259	258	238	235	260	219	242	0	3307	3459
2022	232	(est.)	2027-28	153	240	277	261	252	310	258	282	263	257	229	235	260	226	0	3350	3503
2023	234	(est.)	2028-29	154	241	268	274	268	259	310	259	285	263	246	229	235	269	0	3406	3560
2024	229	(est.)	2029-30	155	238	269	266	281	275	259	311	262	285	254	246	230	242	0	3418	3573
2025	232	(est.)	2030-31	156	239	266	267	272	289	276	259	315	262	276	253	247	238	0	3459	3615
2026	233	(est.)	2031-32	157	242	268	264	273	280	290	276	262	315	253	275	254	255	0	3507	3664
2027	232	(est.)	2032-33	158	240	271	266	270	281	281	290	280	261	304	252	276	263	0	3535	3693

Note: Ungraded students (UNGR) often are high school students whose anticipated years of graduation are unknown, or students with special needs - UNGR not included in Grade Combinations for 7-12, 9-12, etc.

Based on an estimate of births

Based on children already born

Based on students already enrolled

\*Birth data provided by Public Health Vital Records Departments in each state.

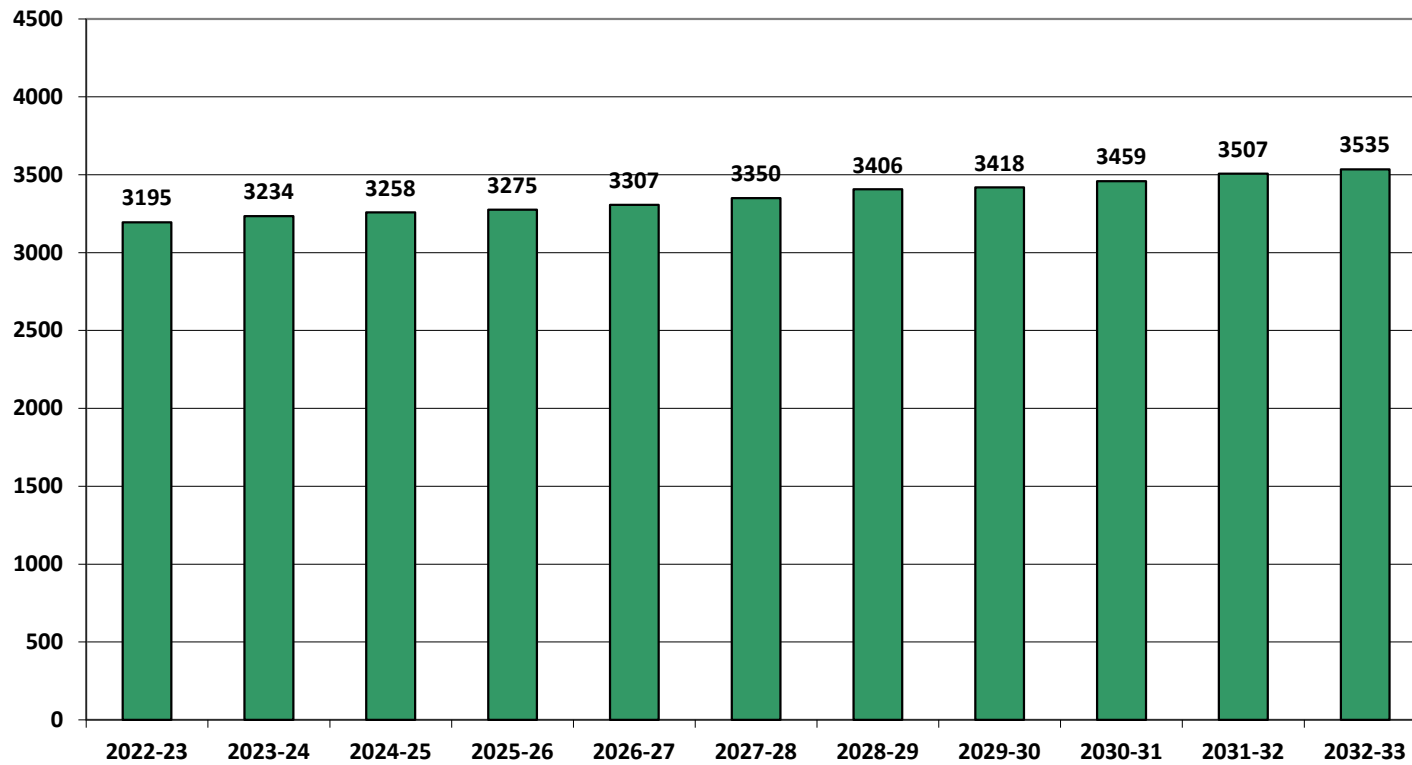
Projected Enrollment in Grade Combinations*									
Year	PK-5	K-5	K-6	K-8	5-8	6-8	7-8	7-12	9-12
2022-23	1599	1451	1718	2188	976	737	470	1477	1007
2023-24	1664	1515	1755	2252	972	737	497	1479	982
2024-25	1694	1544	1780	2291	1002	747	511	1478	967
2025-26	1717	1566	1821	2303	996	737	482	1454	972
2026-27	1748	1596	1855	2351	1036	755	496	1452	956
2027-28	1751	1598	1880	2400	1060	802	520	1470	950
2028-29	1774	1620	1879	2427	1117	807	548	1527	979
2029-30	1743	1588	1899	2446	1117	858	547	1519	972
2030-31	1765	1609	1868	2445	1112	836	577	1591	1014
2031-32	1774	1617	1893	2470	1143	853	577	1614	1037
2032-33	1767	1609	1899	2440	1112	831	541	1636	1095

Projected Percentage Changes			
Year	K-12	Diff.	%
2022-23	3195	0	0.0%
2023-24	3234	39	1.2%
2024-25	3258	24	0.7%
2025-26	3275	17	0.5%
2026-27	3307	32	1.0%
2027-28	3350	43	1.3%
2028-29	3406	56	1.7%
2029-30	3418	12	0.4%
2030-31	3459	41	1.2%
2031-32	3507	48	1.4%
2032-33	3535	28	0.8%
Change	340		10.6%

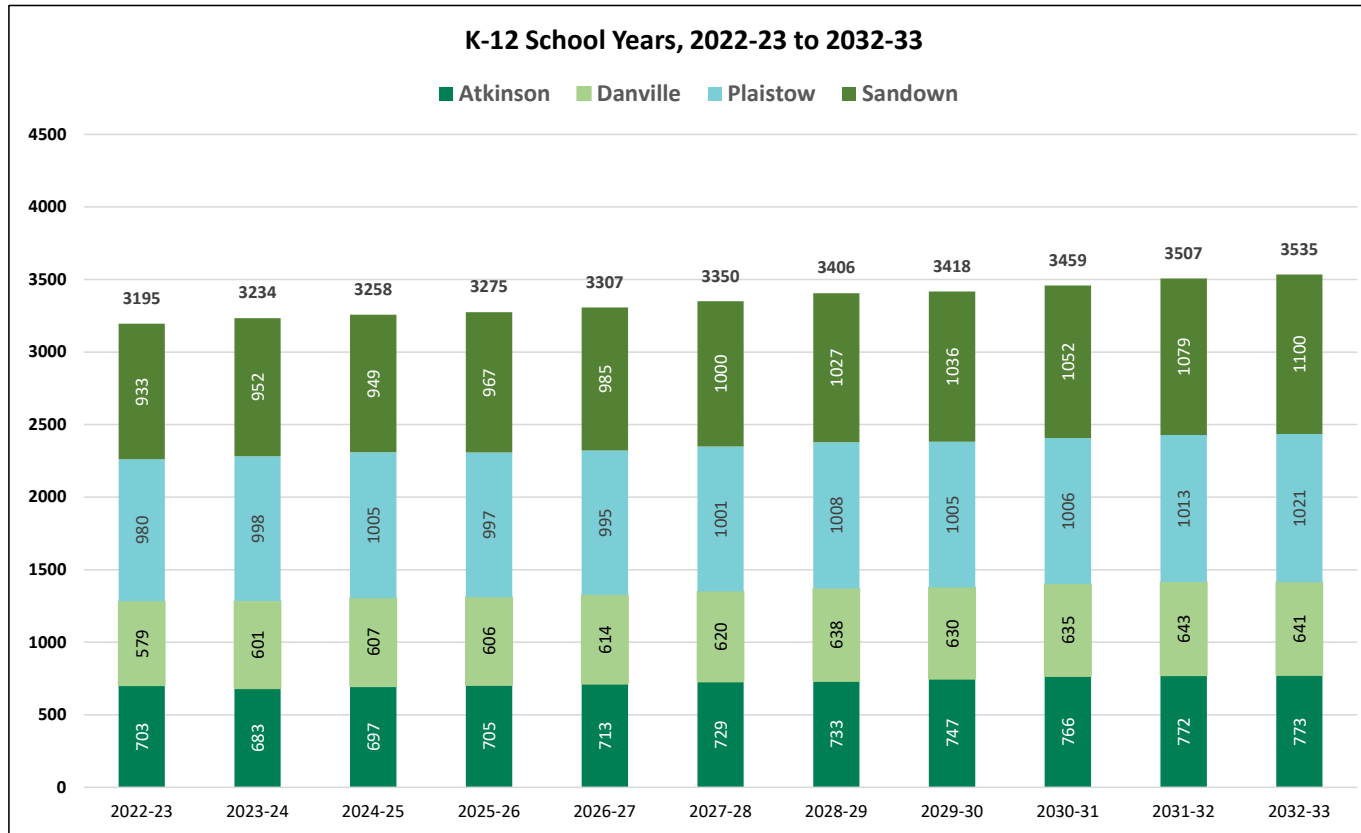
\*Projections should be updated annually to reflect changes in in/out-migration of families, real estate sales, residential construction, births, and similar factors.

# Projected Enrollment

K-12, School Years 2022-23 to 2032-33



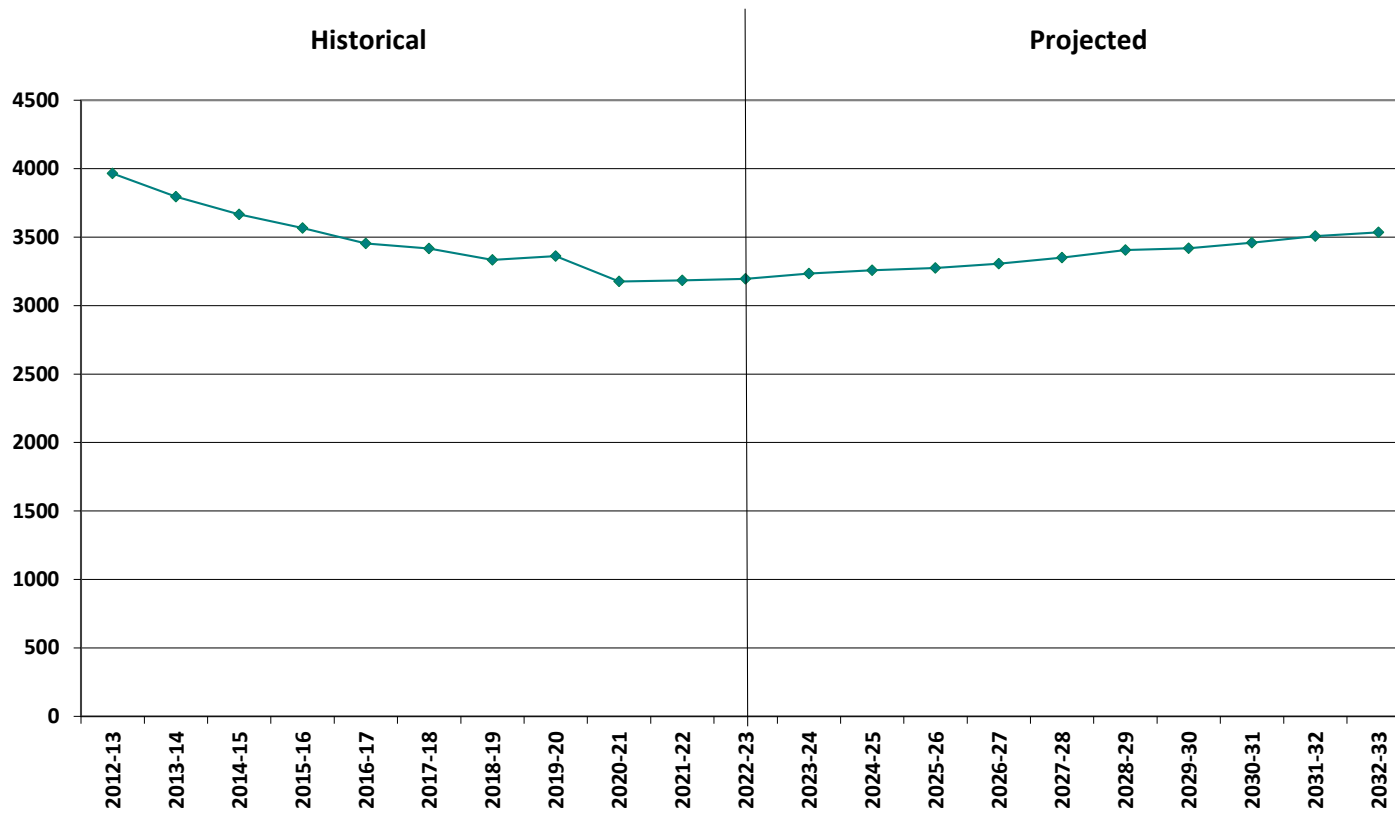
# Projected Enrollment By Town



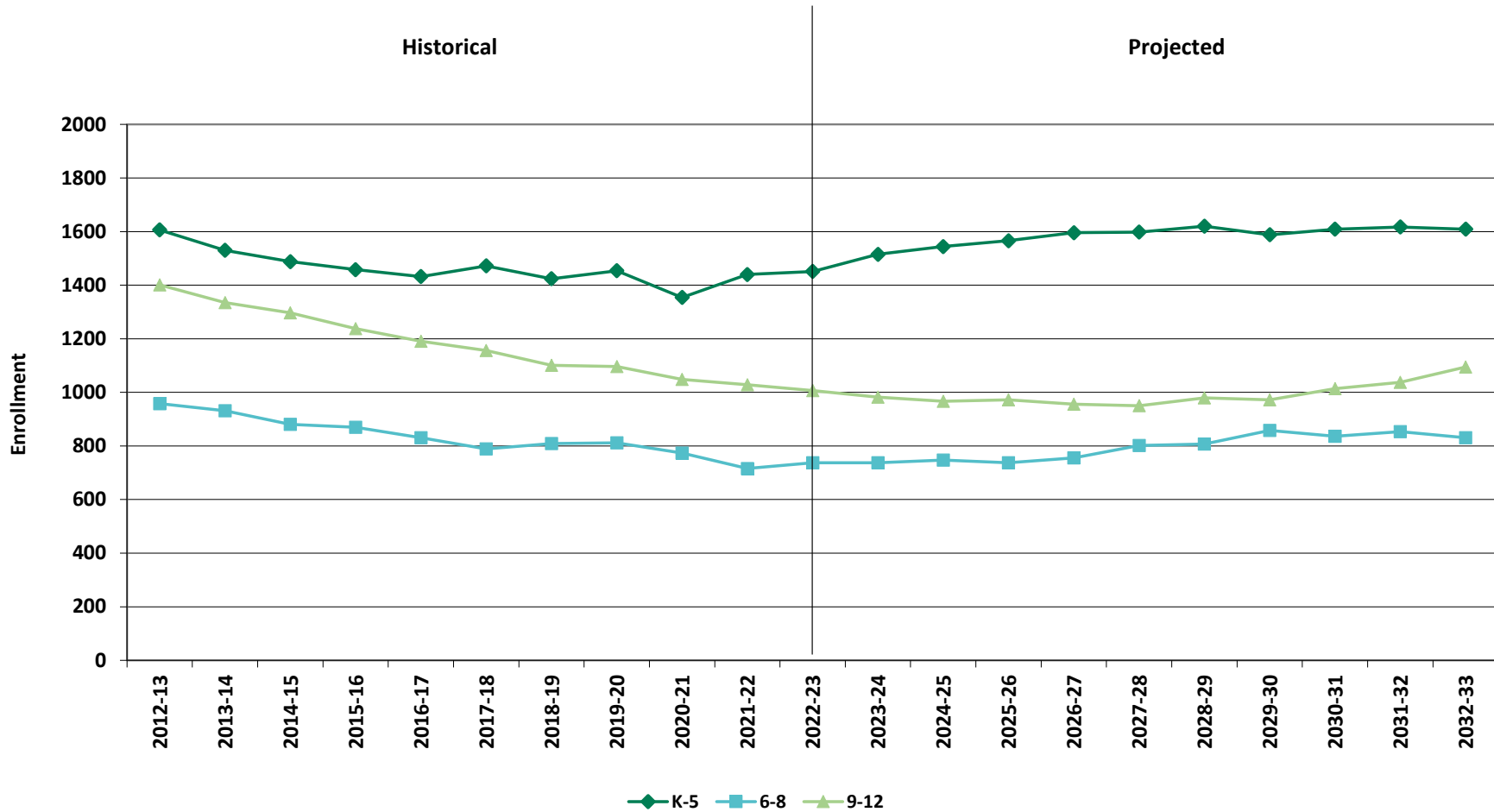
Town	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
Atkinson	22%	21%	21%	22%	22%	22%	22%	22%	22%	22%	22%
Danville	18%	19%	19%	19%	19%	19%	19%	18%	18%	18%	18%
Plaistow	31%	31%	31%	30%	30%	30%	30%	29%	29%	29%	29%
Sandown	29%	29%	29%	30%	30%	30%	30%	30%	30%	31%	31%

\* percentages rounded

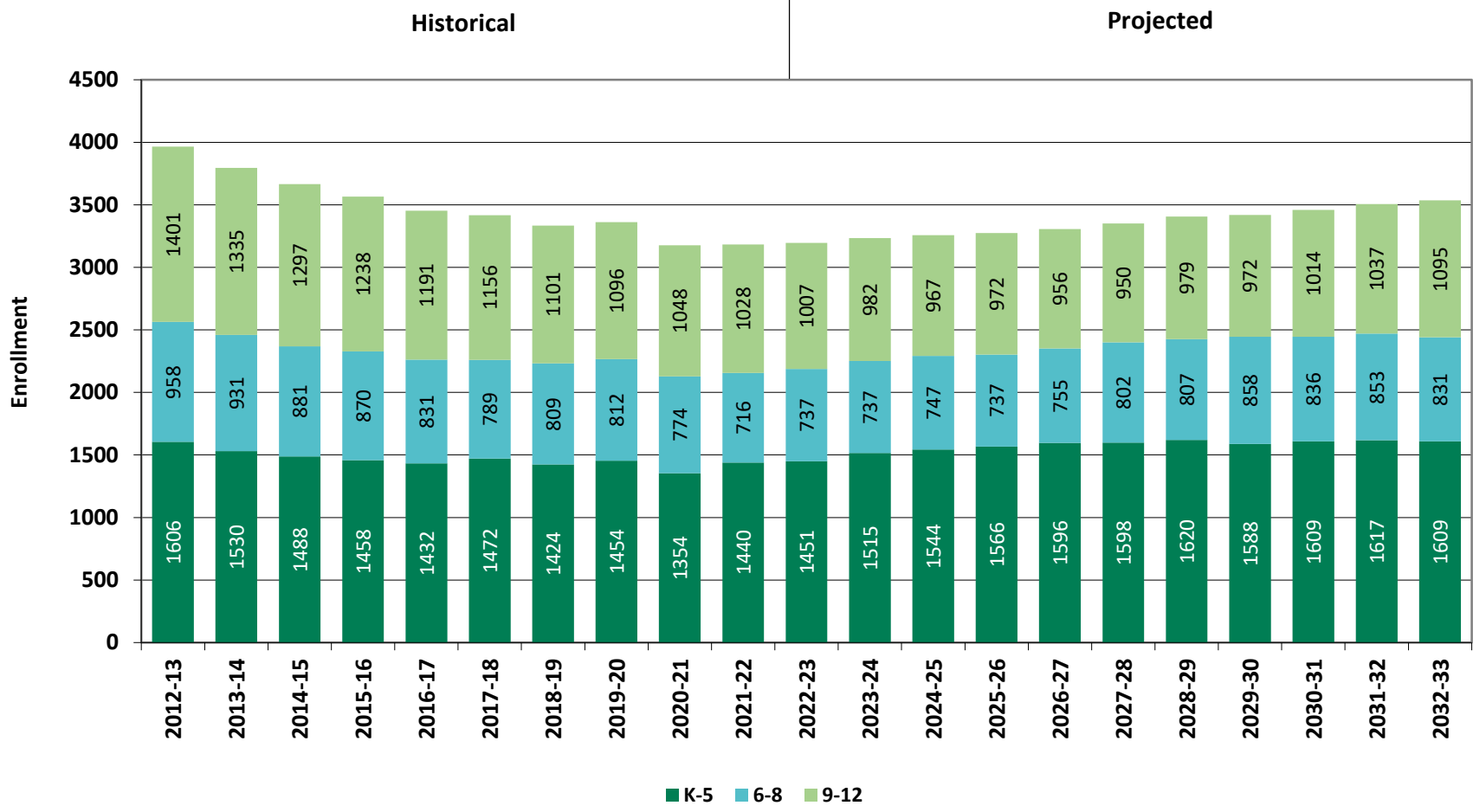
# Historical & Projected Enrollment



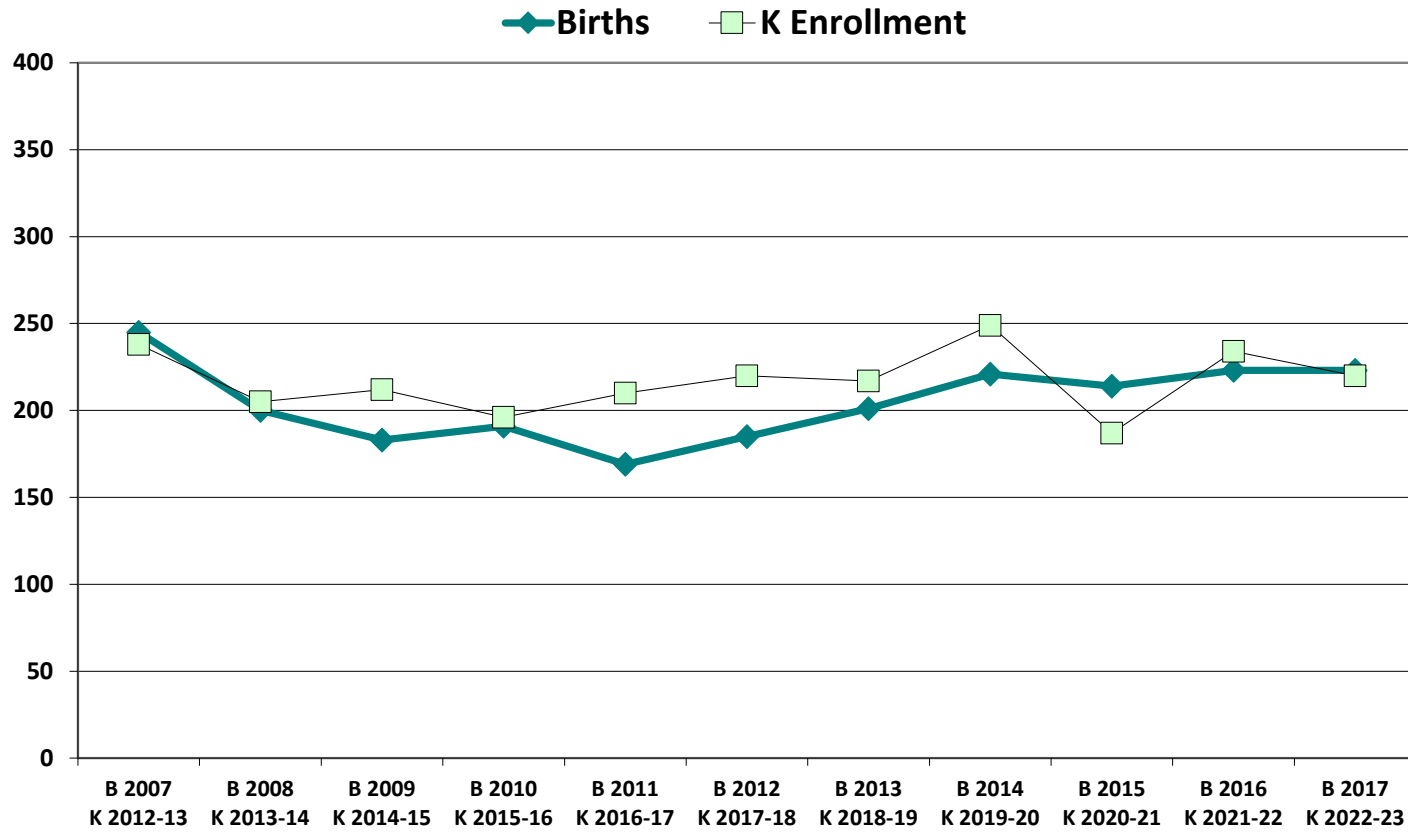
## Historical & Projected Enrollments in Grade Combinations



# Historical & Projected Enrollments in Grade Combinations



## Birth-to-Kindergarten Relationship



# Additional Information

Building Permits Issued (Source: HUD)		
Year	Single-Family	Multi-Units
2012	33	0
2018	66	90
2019	65	14
2020	89	34
2021	40	42
2022	11 to date	47 to date

Enrollment History*		
Year	Career-Tech 9-12 Total	Non-Public K-12 Total
2012-13	n/a	n/a
2018-19	n/a	n/a
2019-20	n/a	n/a
2020-21	n/a	n/a
2021-22	83	n/a
2022-23	107	n/a

Residents in Non-Public Independent and Parochial Schools (General Education)*														
Oct. 1 Enrollment	K	1	2	3	4	5	6	7	8	9	10	11	12	K-12 TOTAL
	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

K-12 Home-Schooled Students*	
2022	22

K-12 Residents in Charter or Magnet Schools, or Choiced-out*	
2022	n/a

K-12 Special Education Outplaced Students*	
2022	25

K-12 Tuitioned-In, Choiced-In, & Other Non-Residents*	
2022	5

\*The above data were provided by the District, with the exception of building permit data (provided by HUD).

"n/a" signifies that information was not provided by District.

## New England's PK-12 Enrollment Trends

From 2020 to 2030, the US Department of Education anticipates changes in PK-12 enrollment of -2.4% in the South, -6.5% in the West, -3.8% in the Midwest, -6.2% in the Northeast, and a total of -4.3% nationwide.

State	Fall 2020 PK - 12	Fall 2030 Projected	PK-12 Decline	% Change 2020-2030
CT	509,058	475,600	-33,458	-6.6%
ME	172,455	161,800	-10,655	-6.2%
MA	921,712	879,900	-41,812	-4.5%
NH	169,027	144,600	-24,427	-14.5%
RI	139,184	130,200	-8,984	-6.5%
VT	82,401	74,600	-7,801	-9.5%

**Source:** U.S. Department of Education, National Center for Education Statistics, *Enrollment In Public Schools fall 1990 to fall 2030*, Table 203.20, March 2022.

Although most New England Districts are seeing a decline in the number of births, NESDEC's experience indicates that the impact on enrollment varies from District to District. Almost half of New England Districts have been growing in PK-12 enrollment, and a similar number are declining (often in rural areas), with the other Districts remaining stable.

# Reliability and Use of this Document

## PROJECTION METHODOLOGY

Cohort component (survival) technique is a frequently used method of preparing enrollment forecasts. NESDEC uses this method, but modifies it in order to move away from forecasts that are wholly computer- or formula-driven. Such modification permits the incorporation of important, current district-specific information into the generation of enrollment forecasts (such as in/out-migration of students, resident births, HUD-reported building permits, etc.). Percentages are calculated from the historical enrollment data to determine a reliable percentage of increase or decrease in enrollment between any two grades. For example, if 100 students enrolled in Grade 1 in 2018-19 increased to 104 students in Grade 2 in 2019-20, the percentage of survival would be 104%, or a ratio of 1.04. Ratios are calculated between each pair of grades or years in school over several recent years.

After study and analysis of the historical ratios, and based upon a reasonable set of assumptions regarding births, migration rates, retention rates, etc., ratios most indicative of future growth patterns are determined for each pair of grades. The ratios thus selected are applied to the present enrollment statistics to project into future years. The ratios are the key factors in the reliability of the projections, assuming validity of the data at the starting point.

## RELIABILITY OF ENROLLMENT PROJECTIONS

Projections can serve as useful guides to school administrators for educational planning. Enrollment projections are more reliable in Years #1-4 in the future and less reliable in the "out-years." Projections six to ten years out may serve as a guide to future enrollments and are useful for planning purposes, but they should be viewed as subject to change given the likelihood of potential shifts in underlying assumptions/trends, such as student migration, births as they relate to Kindergarten enrollment, and other factors.

Projections that are based upon **the children who already are in the district** (the current K-12 population only) will be the most reliable. The second level of reliability will be for those children already **born into the community but not yet old enough to be in school**. The least reliable category is the group for which an estimate must be made **to predict the number of births**, thereby adding additional uncertainty. See these three multi-colored groupings on the "Projected Enrollment" tab.

Annual updates allow for early identification of recent changes in historical trends. When the actual enrollment in a grade is significantly different (higher or lower) from the projected number, it is important (yet difficult) to determine whether this is a one-year aberration or whether a new trend may have begun. **In light of this possibility, NESDEC urges all school districts to have updated enrollment forecasts developed by NESDEC each October.** This service is available at no cost to affiliated school districts.

## USING THIS INFORMATION ELECTRONICALLY

If you would like to extract the information contained in this report for your own documents or presentations, you can use screenshots, which can be inserted into PowerPoint slides, Word documents, etc. Because screenshots create graphics, the image is not editable. Please feel free to contact us if you need assistance in this matter, by phone (508-481-9444) or by email ([ep@nesdec.org](mailto:ep@nesdec.org)).



**Plaistow, NH**  
**Timberlane Regional School District**  
**2022-23 Enrollment Projection Report**

# Table of Contents

Section	Page
Enrollment Summary.....	1
Historical Enrollment Table.....	2
Historical Enrollment Graph.....	3
Projected Enrollment Table.....	4
Projected Enrollment Graph.....	5
Historical & Projected Enrollment Graph.....	6
Historical & Projected Enrollment in Grade Combinations Line Graph.....	7
Historical & Projected Enrollment in Grade Combinations Stacked Column Graph.....	8
Birth to Kindergarten Relationship Graph.....	9
Additional Information .....	10
New England's PK-12 Enrollment Trends.....	11
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# Enrollment Summary

The global pandemic continues to influence our nation's public health and economic stability in unpredictable ways. As such, it is still too early to identify many of the factors that could impact school enrollments. Over the past school year, we have seen fluctuations in the real estate market and job trends, which have impacted student attendance patterns. Moreover, during the past school year, we have seen how school enrollment patterns can differ substantially from one district to another, with some districts losing students while others experience an influx of students.

We are pleased to send you this report displaying the past, present, and projected enrollments for the District. These ten-year projections are designed to provide the District with yearly, up-to-date enrollment information that can be used by boards and administrators for effective planning and allocation of resources. Included in this report are graphs representing historical and projected grade-by-grade enrollments, as well as historical and projected enrollments in grade combinations. We have received the figures given to us by the District, and we assume that the method of collecting the enrollment data has been consistent from year to year.

Enrollment projections are more reliable in Years #1-4 in the future and less reliable in the "out-years." Projections six to ten years out may serve as a guide to future enrollments and are useful for planning purposes. In light of this, NESDEC has added a "Second Semester Refresher" enrollment projection at no cost to affiliates. (For more information please refer to the Reliability and Use of This Document section)

The NESDEC enrollment projection fell within 25 students of the K-12 total, 955 students projected vs. 980 enrolled.

Births increased by 2 from a previous ten-year average of 70 to a projected average of 72.

Over the next three years, K-5 enrollments are projected to increase by 29 students, Grades 6-8 enrollments are projected to decrease by 10 students, and Grades 9-12 enrollments are projected to decrease by 2 students as students move through the grades.

# Historical Enrollment

School District: Plaistow, NH

11/20/2022

Historical Enrollment By Grade																			
Birth Year	Births*	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2007	88	2012-13	65	82	76	73	89	87	80	73	93	95	113	119	94	123	0	1197	1262
2008	64	2013-14	69	70	82	74	78	86	90	87	72	94	90	114	122	101	0	1160	1229
2009	71	2014-15	65	78	81	79	69	75	85	92	82	72	90	89	109	120	0	1121	1186
2010	66	2015-16	16	62	79	87	78	77	75	96	97	90	75	91	91	113	0	1111	1127
2011	63	2016-17	28	74	62	80	88	73	73	81	88	93	90	74	88	97	0	1061	1089
2012	67	2017-18	17	67	80	58	85	86	74	79	76	87	88	89	73	87	0	1029	1046
2013	72	2018-19	37	64	70	79	60	79	81	75	78	80	83	90	84	77	0	1000	1037
2014	65	2019-20	13	66	74	75	86	71	86	84	77	73	77	85	88	80	0	1022	1035
2015	72	2020-21	26	47	68	67	71	79	69	71	75	79	72	74	87	87	0	946	972
2016	73	2021-22	24	80	66	68	66	74	78	71	73	76	80	75	74	94	0	975	999
2017	67	2022-23	33	69	89	65	70	72	76	80	73	75	78	78	76	79	0	980	1013

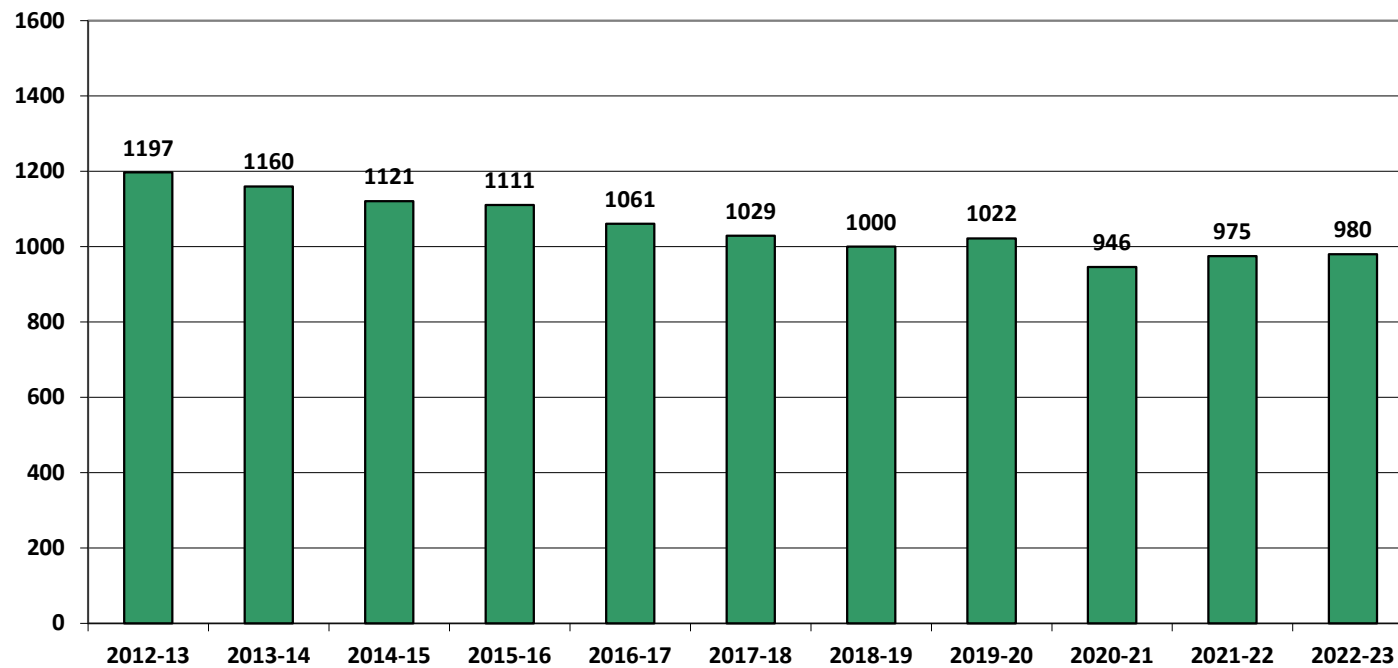
\*Birth data provided by Public Health Vital Records Departments in each state.

Historical Enrollment in Grade Combinations									
Year	PK-5	K-5	K-6	K-8	5-8	6-8	7-8	7-12	9-12
2012-13	552	487	560	748	341	261	188	637	449
2013-14	549	480	567	733	343	253	166	593	427
2014-15	532	467	559	713	331	246	154	562	408
2015-16	474	458	554	741	358	283	187	557	370
2016-17	478	450	531	712	335	262	181	530	349
2017-18	467	450	529	692	316	242	163	500	337
2018-19	470	433	508	666	314	233	158	492	334
2019-20	471	458	542	692	320	234	150	480	330
2020-21	427	401	472	626	294	225	154	474	320
2021-22	456	432	503	652	298	220	149	472	323
2022-23	474	441	521	669	304	228	148	459	311

Historical Percentage Changes			
Year	K-12	Diff.	%
2012-13	1197	0	0.0%
2013-14	1160	-37	-3.1%
2014-15	1121	-39	-3.4%
2015-16	1111	-10	-0.9%
2016-17	1061	-50	-4.5%
2017-18	1029	-32	-3.0%
2018-19	1000	-29	-2.8%
2019-20	1022	22	2.2%
2020-21	946	-76	-7.4%
2021-22	975	29	3.1%
2022-23	980	5	0.5%
Change		-217	-18.1%

# Historical Enrollment

K-12, School Years 2012-13 to 2022-23



# Projected Enrollment

School District: **Plastow, NH**

11/20/2022

Enrollment Projections By Grade*																				
Birth Year	Births*		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2017	67		2022-23	33	69	89	65	70	72	76	80	73	75	78	78	76	79	0	980	1013
2018	89		2023-24	34	87	76	88	66	71	72	76	79	74	74	78	79	78	0	998	1032
2019	73		2024-25	35	72	96	75	89	67	71	72	75	80	73	74	79	82	0	1005	1040
2020	63		2025-26	36	62	79	95	76	91	67	71	71	76	79	73	75	82	0	997	1033
2021	72	0	2026-27	37	71	68	78	96	77	91	67	70	72	75	79	74	77	0	995	1032
2022	73	(est.)	2027-28	38	71	78	67	79	98	77	91	67	71	71	75	80	76	0	1001	1039
2023	74	(est.)	2028-29	39	72	78	77	68	80	98	77	90	68	70	71	76	83	0	1008	1047
2024	71	(est.)	2029-30	40	70	79	77	78	69	80	98	76	91	67	70	72	78	0	1005	1045
2025	71	(est.)	2030-31	41	69	77	78	78	79	69	80	97	77	90	67	71	74	0	1006	1047
2026	72	(est.)	2031-32	42	71	76	76	79	79	79	69	79	98	76	90	68	73	0	1013	1055
2027	72	(est.)	2032-33	43	71	78	75	77	80	79	79	68	80	97	76	91	70	0	1021	1064

Note: Ungraded students (UNGR) often are high school students whose anticipated years of graduation are unknown, or students with special needs - UNGR not included in Grade Combinations for 7-12, 9-12, etc.

Based on an estimate of births

Based on children already born

Based on students already enrolled

\*Birth data provided by Public Health Vital Records Departments in each state.

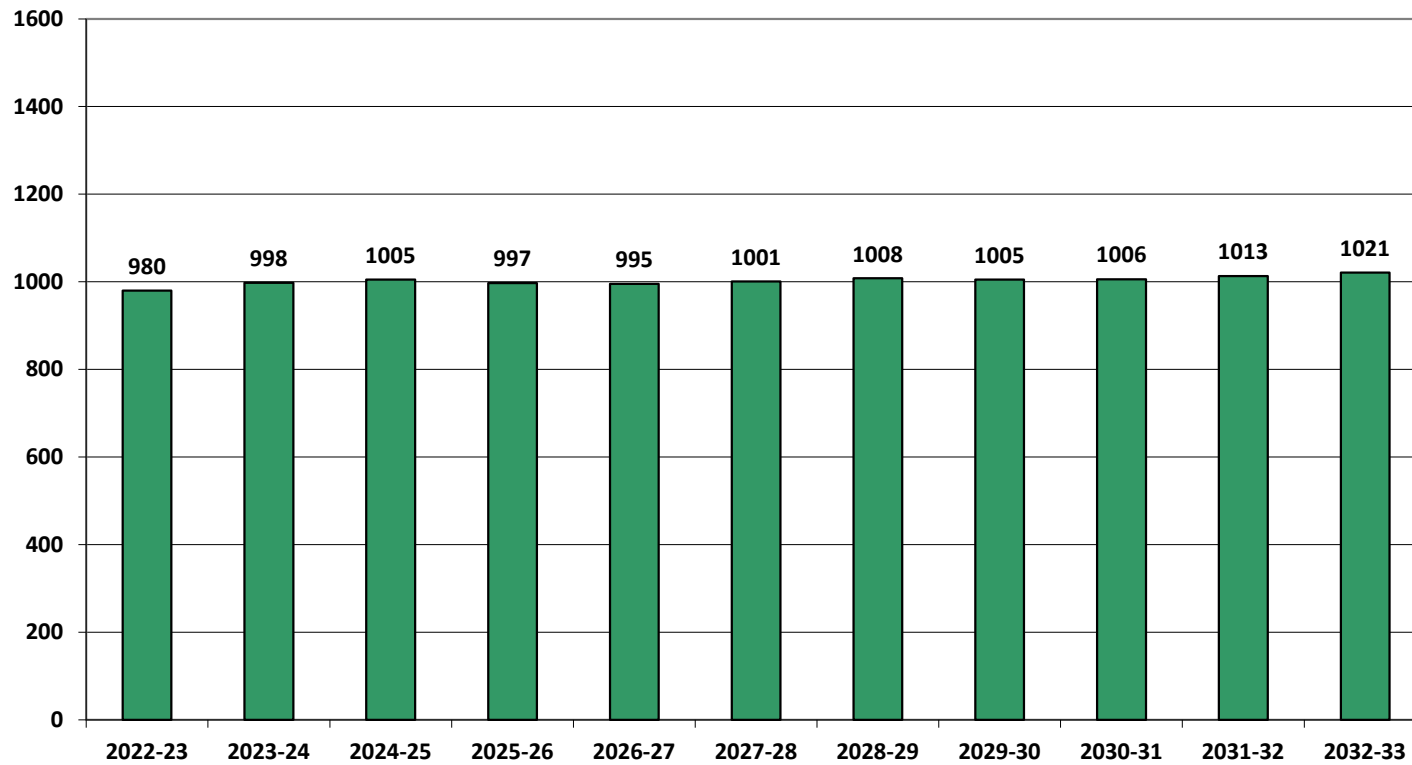
Projected Enrollment in Grade Combinations*									
Year	PK-5	K-5	K-6	K-8	5-8	6-8	7-8	7-12	9-12
2022-23	474	441	521	669	304	228	148	459	311
2023-24	494	460	536	689	301	229	153	462	309
2024-25	505	470	542	697	298	227	155	463	308
2025-26	506	470	541	688	285	218	147	456	309
2026-27	518	481	548	690	300	209	142	447	305
2027-28	508	470	561	699	306	229	138	440	302
2028-29	512	473	550	708	333	235	158	458	300
2029-30	493	453	551	718	345	265	167	454	287
2030-31	491	450	530	704	323	254	174	476	302
2031-32	502	460	529	706	325	246	177	484	307
2032-33	503	460	539	687	306	227	148	482	334

Projected Percentage Changes			
Year	K-12	Diff.	%
2022-23	980	0	0.0%
2023-24	998	18	1.8%
2024-25	1005	7	0.7%
2025-26	997	-8	-0.8%
2026-27	995	-2	-0.2%
2027-28	1001	6	0.6%
2028-29	1008	7	0.7%
2029-30	1005	-3	-0.3%
2030-31	1006	1	0.1%
2031-32	1013	7	0.7%
2032-33	1021	8	0.8%
Change		41	4.2%

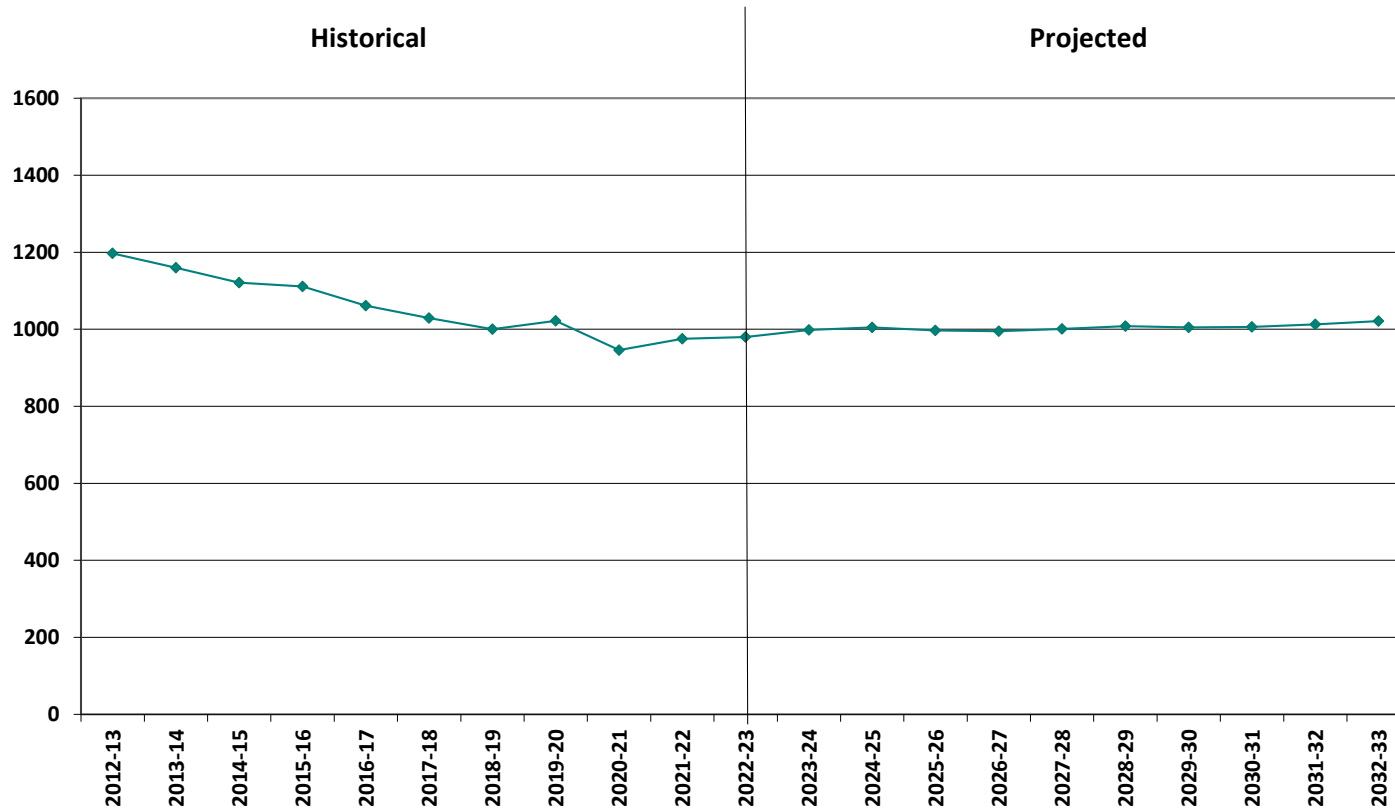
\*Projections should be updated annually to reflect changes in in/out-migration of families, real estate sales, residential construction, births, and similar factors.

# Projected Enrollment

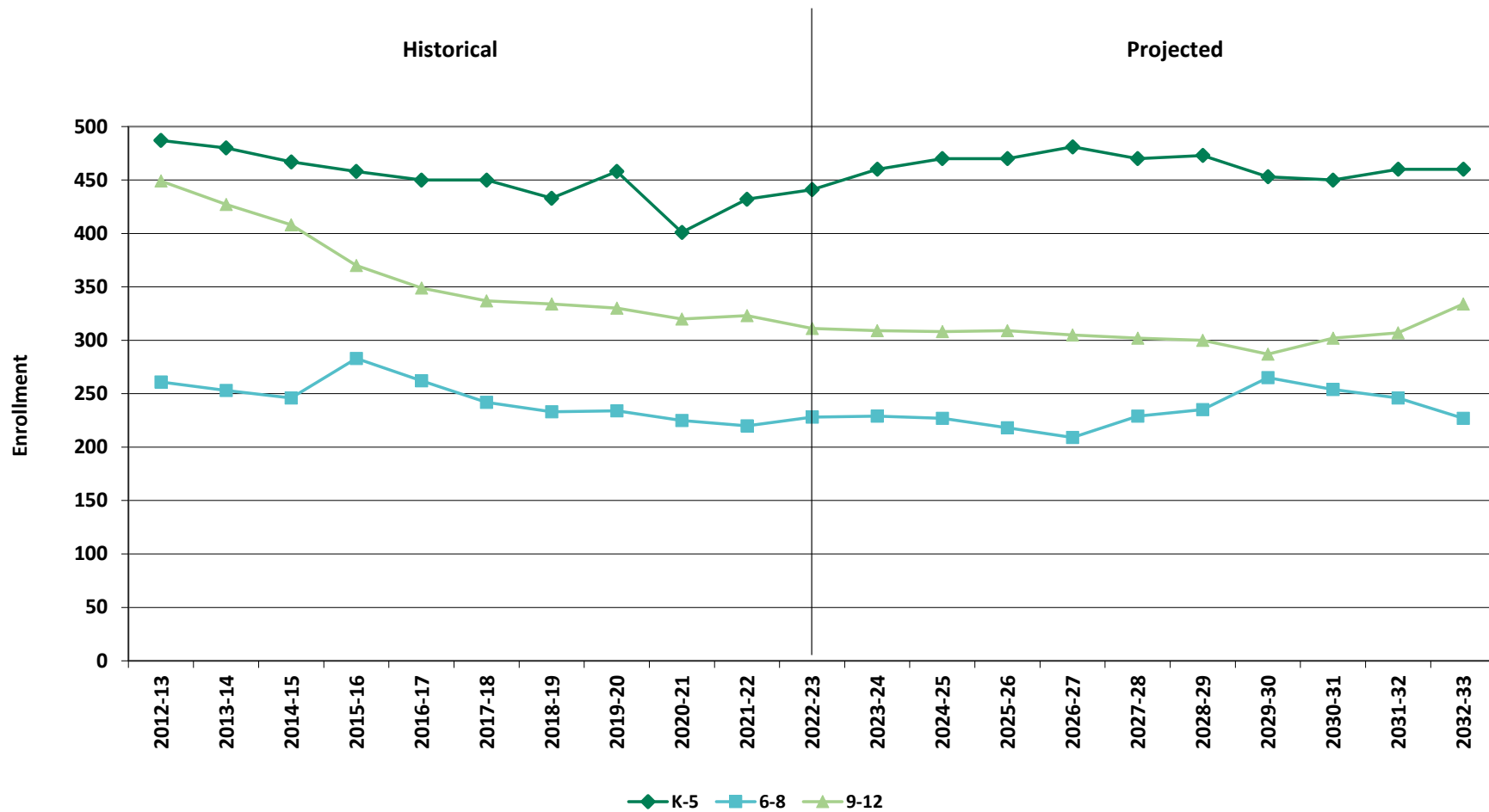
**K-12, School Years 2022-23 to 2032-33**



# Historical & Projected Enrollment

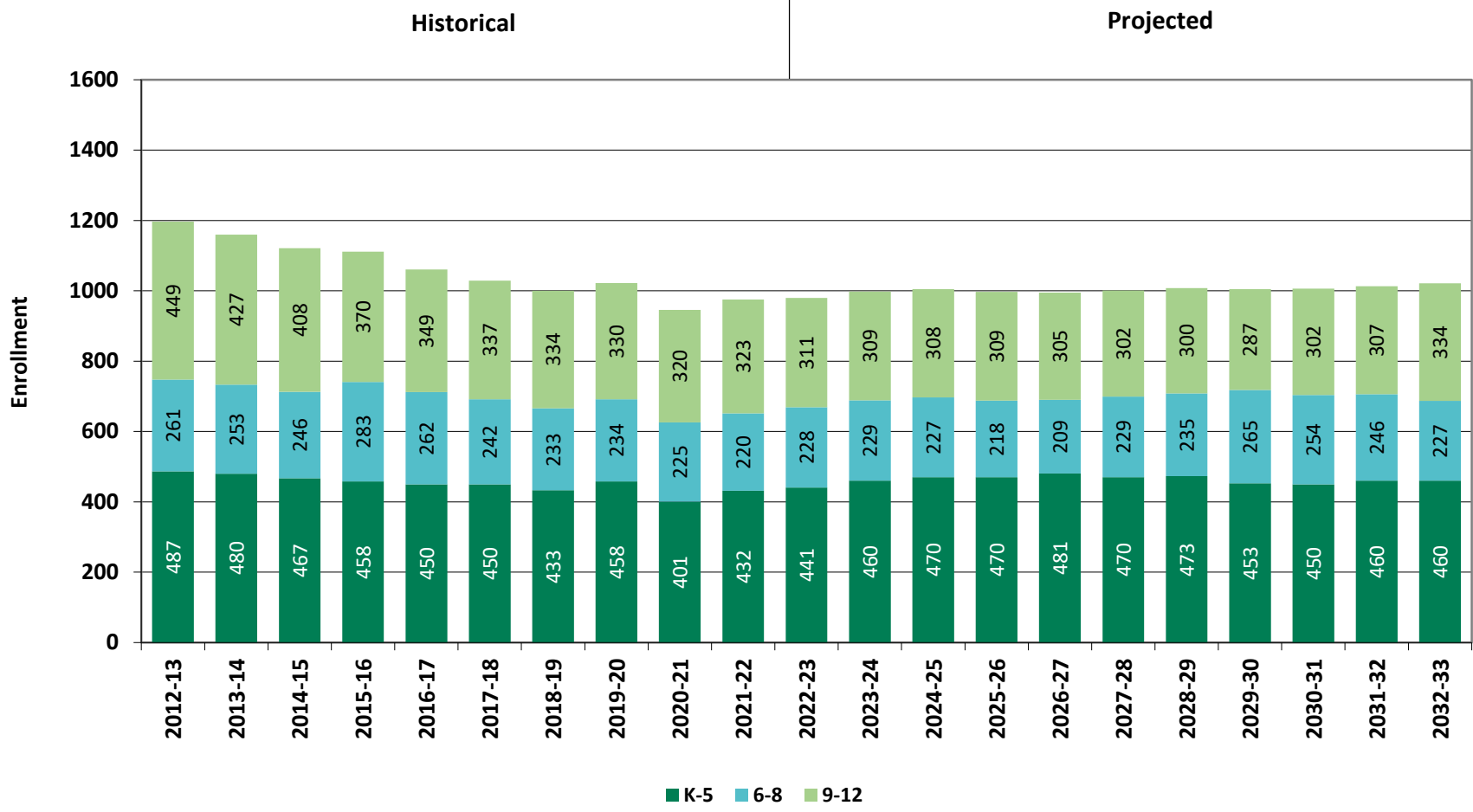


## Historical & Projected Enrollments in Grade Combinations

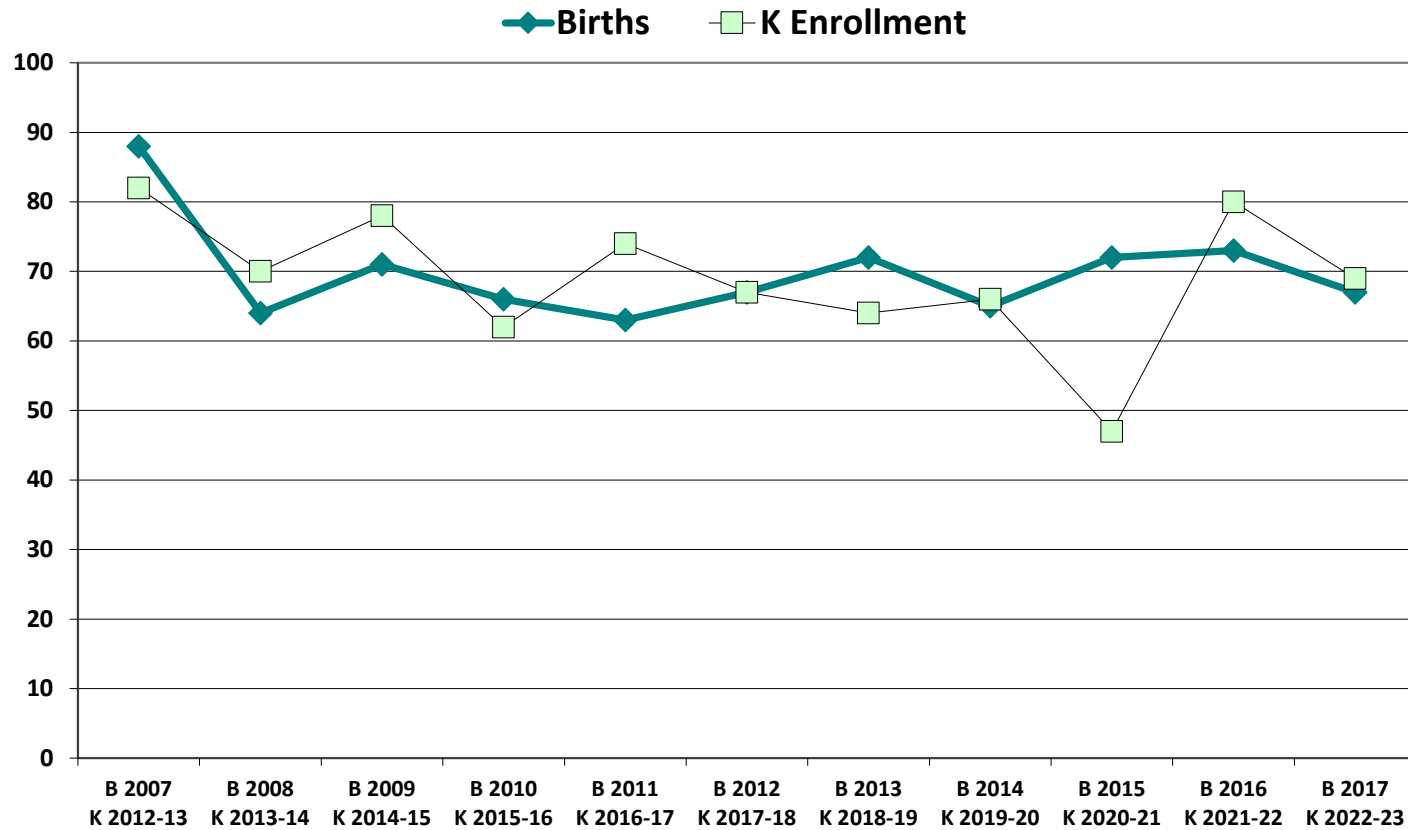




# Historical & Projected Enrollments in Grade Combinations



## Birth-to-Kindergarten Relationship



# Additional Information

Building Permits Issued (Source: HUD)		
Year	Single-Family	Multi-Units
2012	4	0
2018	10	0
2019	8	14
2020	10	2
2021	7	0
2022	0 to date	0 to date

Enrollment History*		
Year	Career-Tech 9-12 Total	Non-Public K-12 Total
2012-13	n/a	n/a
2018	n/a	n/a
2019	n/a	n/a
2020	n/a	n/a
2021-22	21	n/a
2022-23	22	n/a

Residents in Non-Public Independent and Parochial Schools (General Education)*														
Oct. 1 Enrollment	K	1	2	3	4	5	6	7	8	9	10	11	12	K-12 TOTAL
	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

K-12 Home-Schooled Students*	
2022	5

K-12 Residents in Charter or Magnet Schools, or Choiced-out*	
2022	n/a

K-12 Special Education Outplaced Students*	
2022	14

K-12 Tuitioned-In, Choiced-In, & Other Non-Residents*	
2022	4

\*The above data were provided by the District, with the exception of building permit data (provided by HUD).

"n/a" signifies that information was not provided by District.

## New England's PK-12 Enrollment Trends

From 2020 to 2030, the US Department of Education anticipates changes in PK-12 enrollment of -2.4% in the South, -6.5% in the West, -3.8% in the Midwest, -6.2% in the Northeast, and a total of -4.3% nationwide.

State	Fall 2020 PK - 12	Fall 2030 Projected	PK-12 Decline	% Change 2020-2030
CT	509,058	475,600	-33,458	-6.6%
ME	172,455	161,800	-10,655	-6.2%
MA	921,712	879,900	-41,812	-4.5%
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RI	139,184	130,200	-8,984	-6.5%
VT	82,401	74,600	-7,801	-9.5%

**Source:** U.S. Department of Education, National Center for Education Statistics, *Enrollment In Public Schools fall 1990 to fall 2030*, Table 203.20, March 2022.

Although most New England Districts are seeing a decline in the number of births, NESDEC's experience indicates that the impact on enrollment varies from District to District. Almost half of New England Districts have been growing in PK-12 enrollment, and a similar number are declining (often in rural areas), with the other Districts remaining stable.

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Cohort component (survival) technique is a frequently used method of preparing enrollment forecasts. NESDEC uses this method, but modifies it in order to move away from forecasts that are wholly computer- or formula-driven. Such modification permits the incorporation of important, current district-specific information into the generation of enrollment forecasts (such as in/out-migration of students, resident births, HUD-reported building permits, etc.). Percentages are calculated from the historical enrollment data to determine a reliable percentage of increase or decrease in enrollment between any two grades. For example, if 100 students enrolled in Grade 1 in 2018-19 increased to 104 students in Grade 2 in 2019-20, the percentage of survival would be 104%, or a ratio of 1.04. Ratios are calculated between each pair of grades or years in school over several recent years.

After study and analysis of the historical ratios, and based upon a reasonable set of assumptions regarding births, migration rates, retention rates, etc., ratios most indicative of future growth patterns are determined for each pair of grades. The ratios thus selected are applied to the present enrollment statistics to project into future years. The ratios are the key factors in the reliability of the projections, assuming validity of the data at the starting point.

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Projections can serve as useful guides to school administrators for educational planning. Enrollment projections are more reliable in Years #1-4 in the future and less reliable in the "out-years." Projections six to ten years out may serve as a guide to future enrollments and are useful for planning purposes, but they should be viewed as subject to change given the likelihood of potential shifts in underlying assumptions/trends, such as student migration, births as they relate to Kindergarten enrollment, and other factors.

Projections that are based upon **the children who already are in the district** (the current K-12 population only) will be the most reliable. The second level of reliability will be for those children already **born into the community but not yet old enough to be in school**. The least reliable category is the group for which an estimate must be made **to predict the number of births**, thereby adding additional uncertainty. See these three multi-colored groupings on the "Projected Enrollment" tab.

Annual updates allow for early identification of recent changes in historical trends. When the actual enrollment in a grade is significantly different (higher or lower) from the projected number, it is important (yet difficult) to determine whether this is a one-year aberration or whether a new trend may have begun. **In light of this possibility, NESDEC urges all school districts to have updated enrollment forecasts developed by NESDEC each October.** This service is available at no cost to affiliated school districts.

### USING THIS INFORMATION ELECTRONICALLY

If you would like to extract the information contained in this report for your own documents or presentations, you can use screenshots, which can be inserted into PowerPoint slides, Word documents, etc. Because screenshots create graphics, the image is not editable. Please feel free to contact us if you need assistance in this matter, by phone (508-481-9444) or by email ([ep@nesdec.org](mailto:ep@nesdec.org)).



**Atkinson, NH**  
**Timberlane Regional School District**  
**2022-23 Enrollment Projection Report**

# Table of Contents

Section	Page
Enrollment Summary.....	1
Historical Enrollment Table.....	2
Historical Enrollment Graph.....	3
Projected Enrollment Table.....	4
Projected Enrollment Graph.....	5
Historical & Projected Enrollment Graph.....	6
Historical & Projected Enrollment in Grade Combinations Line Graph.....	7
Historical & Projected Enrollment in Grade Combinations Stacked Column Graph.....	8
Birth to Kindergarten Relationship Graph.....	9
Additional Information .....	10
New England's PK-12 Enrollment Trends.....	11
Reliability and Use of this Document .....	12

# Enrollment Summary

The global pandemic continues to influence our nation's public health and economic stability in unpredictable ways. As such, it is still too early to identify many of the factors that could impact school enrollments. Over the past school year, we have seen fluctuations in the real estate market and job trends, which have impacted student attendance patterns. Moreover, during the past school year, we have seen how school enrollment patterns can differ substantially from one district to another, with some districts losing students while others experience an influx of students.

We are pleased to send you this report displaying the past, present, and projected enrollments for the District. These ten-year projections are designed to provide the District with yearly, up-to-date enrollment information that can be used by boards and administrators for effective planning and allocation of resources. Included in this report are graphs representing historical and projected grade-by-grade enrollments, as well as historical and projected enrollments in grade combinations. We have received the figures given to us by the District, and we assume that the method of collecting the enrollment data has been consistent from year to year.

Enrollment projections are more reliable in Years #1-4 in the future and less reliable in the "out-years." Projections six to ten years out may serve as a guide to future enrollments and are useful for planning purposes. In light of this, NESDEC has added a "Second Semester Refresher" enrollment projection at no cost to affiliates. (For more information please refer to the Reliability and Use of This Document section)

The NESDEC enrollment projection fell within 19 students of the K-12 total, 722 students projected vs. 703 enrolled. One variance of 15 student occurred at Kindergarten, 58 students were projected vs. 43 enrolled. Ratios have been adjusted.

Births increased by 9 from a previous ten-year average of 39 to a projected average of 48.

Over the next three years, K-5 enrollments are projected to increase by 17 students, Grades 6-8 enrollments are projected to increase by 12 students, and Grades 9-12 enrollments are projected to decrease by 27 students as students move through the grades.

# Historical Enrollment

School District: Atkinson, NH

11/20/2022

Historical Enrollment By Grade																			
Birth Year	Births*	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2007	45	2012-13	18	52	38	81	53	78	94	65	79	77	74	83	76	92	0	942	960
2008	44	2013-14	17	39	60	44	79	53	78	88	63	78	68	76	81	79	0	886	903
2009	36	2014-15	12	49	58	63	47	82	51	76	85	60	72	66	76	79	0	864	876
2010	37	2015-16	17	40	50	56	65	46	81	51	72	84	50	72	67	79	0	813	830
2011	25	2016-17	20	38	48	48	58	69	45	78	50	69	76	48	73	67	0	767	787
2012	38	2017-18	19	46	49	54	48	59	73	47	78	51	64	73	54	72	0	768	787
2013	35	2018-19	24	55	52	52	58	52	64	72	45	77	43	64	74	55	0	763	787
2014	52	2019-20	15	53	62	48	45	59	49	60	69	48	76	39	62	81	0	751	766
2015	40	2020-21	14	51	65	62	49	47	60	45	63	65	42	77	43	67	0	736	750
2016	39	2021-22	17	44	61	64	61	50	52	57	46	56	52	43	73	49	0	708	725
2017	48	2022-23	29	43	57	60	63	59	48	50	57	47	51	52	42	74	0	703	732

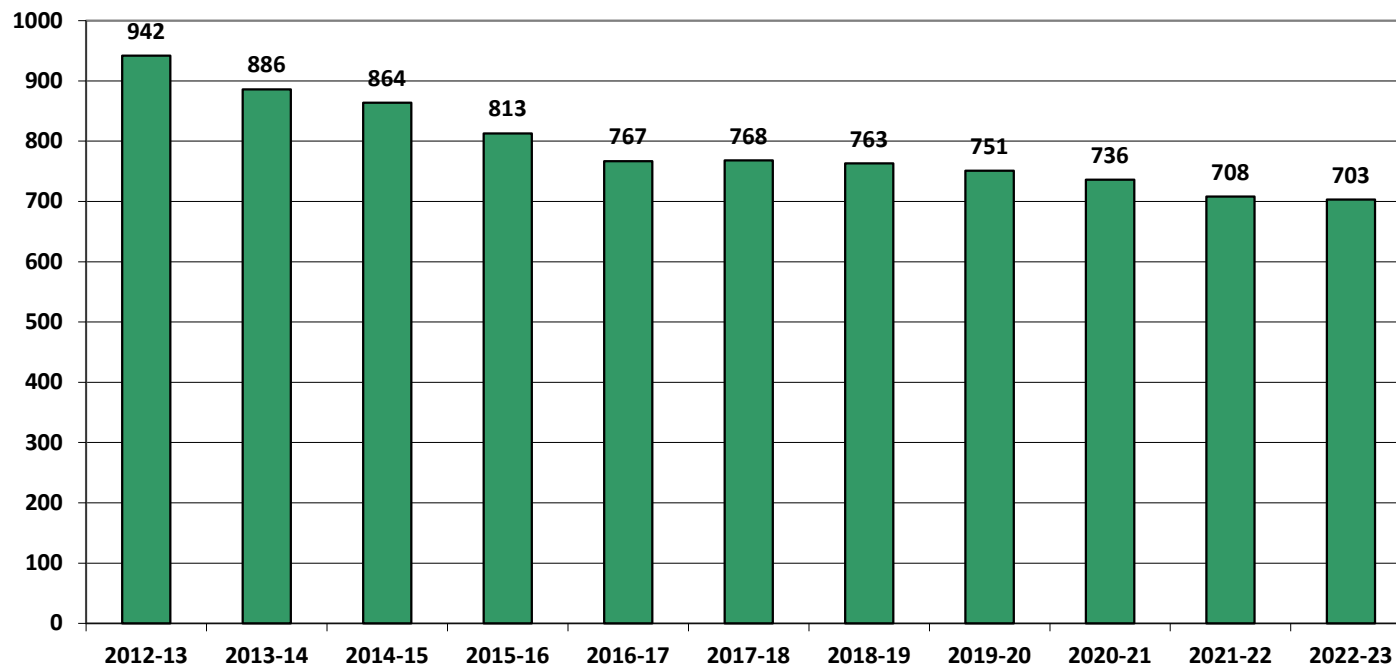
\*Birth data provided by Public Health Vital Records Departments in each state.

Historical Enrollment in Grade Combinations									
Year	PK-5	K-5	K-6	K-8	5-8	6-8	7-8	7-12	9-12
2012-13	414	396	461	617	315	221	156	481	325
2013-14	370	353	441	582	307	229	141	445	304
2014-15	362	350	426	571	272	221	145	438	293
2015-16	355	338	389	545	288	207	156	424	268
2016-17	326	306	384	503	242	197	119	383	264
2017-18	348	329	376	505	249	176	129	392	263
2018-19	357	333	405	527	258	194	122	358	236
2019-20	331	316	376	493	226	177	117	375	258
2020-21	348	334	379	507	233	173	128	357	229
2021-22	349	332	389	491	211	159	102	319	217
2022-23	359	330	380	484	202	154	104	323	219

Historical Percentage Changes			
Year	K-12	Diff.	%
2012-13	942	0	0.0%
2013-14	886	-56	-5.9%
2014-15	864	-22	-2.5%
2015-16	813	-51	-5.9%
2016-17	767	-46	-5.7%
2017-18	768	1	0.1%
2018-19	763	-5	-0.7%
2019-20	751	-12	-1.6%
2020-21	736	-15	-2.0%
2021-22	708	-28	-3.8%
2022-23	703	-5	-0.7%
Change		-239	-25.4%

# Historical Enrollment

K-12, School Years 2012-13 to 2022-23



# Projected Enrollment

School District: Atkinson, NH

11/20/2022

Enrollment Projections By Grade*																				
Birth Year	Births*		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2017	48		2022-23	29	43	57	60	63	59	48	50	57	47	51	52	42	74	0	703	732
2018	44		2023-24	29	48	52	56	60	64	61	45	51	56	42	51	53	44	0	683	712
2019	47		2024-25	29	52	58	51	56	61	66	58	45	50	50	42	52	56	0	697	726
2020	51		2025-26	29	56	63	57	51	57	63	62	59	45	45	50	42	55	0	705	734
2021	50		2026-27	29	55	68	62	57	52	59	59	63	58	40	45	51	44	0	713	742
2022	48	(est.)	2027-28	29	53	67	67	62	58	53	56	60	62	52	40	45	54	0	729	758
2023	48	(est.)	2028-29	29	53	64	66	67	63	60	50	57	59	55	52	40	47	0	733	762
2024	49	(est.)	2029-30	29	54	64	63	66	68	65	57	51	56	53	55	53	42	0	747	776
2025	49	(est.)	2030-31	29	54	65	63	63	67	70	61	58	50	50	53	56	56	0	766	795
2026	49	(est.)	2031-32	29	54	65	64	63	64	69	66	62	57	45	50	54	59	0	772	801
2027	49	(est.)	2032-33	29	53	65	64	64	64	66	65	67	61	51	45	51	57	0	773	802

Note: Ungraded students (UNGR) often are high school students whose anticipated years of graduation are unknown, or students with special needs - UNGR not included in Grade Combinations for 7-12, 9-12, etc.

Based on an estimate of births

Based on children already born

Based on students already enrolled

\*Birth data provided by Public Health Vital Records Departments in each state.

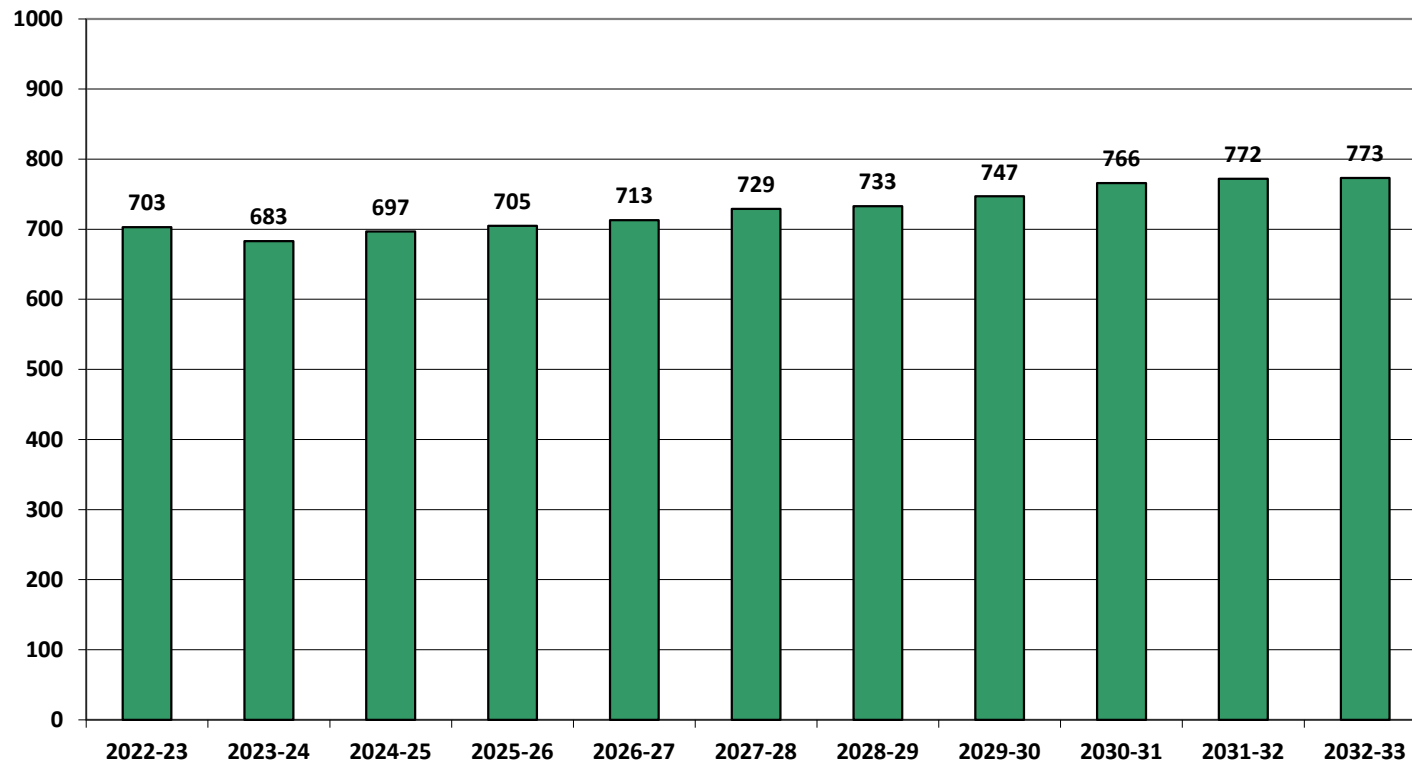
Projected Enrollment in Grade Combinations*									
Year	PK-5	K-5	K-6	K-8	5-8	6-8	7-8	7-12	9-12
2022-23	359	330	380	484	202	154	104	323	219
2023-24	370	341	386	493	213	152	107	297	190
2024-25	373	344	402	497	219	153	95	295	200
2025-26	376	347	409	513	229	166	104	296	192
2026-27	382	353	412	533	239	180	121	301	180
2027-28	389	360	416	538	231	178	122	313	191
2028-29	402	373	423	539	226	166	116	310	194
2029-30	409	380	437	544	229	164	107	310	203
2030-31	411	382	443	551	239	169	108	323	215
2031-32	408	379	445	564	254	185	119	327	208
2032-33	405	376	441	569	259	193	128	332	204

Projected Percentage Changes			
Year	K-12	Diff.	%
2022-23	703	0	0.0%
2023-24	683	-20	-2.8%
2024-25	697	14	2.0%
2025-26	705	8	1.1%
2026-27	713	8	1.1%
2027-28	729	16	2.2%
2028-29	733	4	0.5%
2029-30	747	14	1.9%
2030-31	766	19	2.5%
2031-32	772	6	0.8%
2032-33	773	1	0.1%
Change	70		10.0%

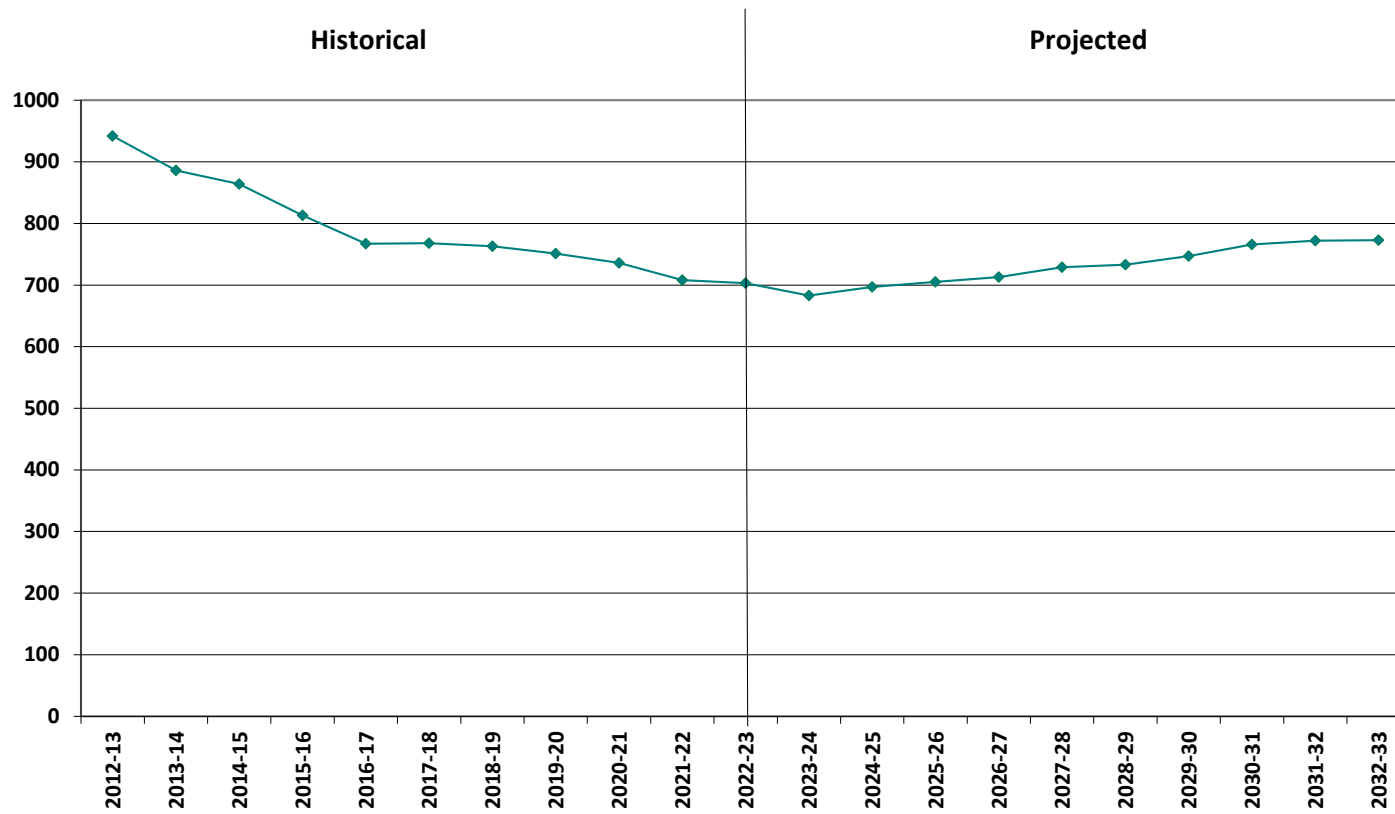
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# Projected Enrollment

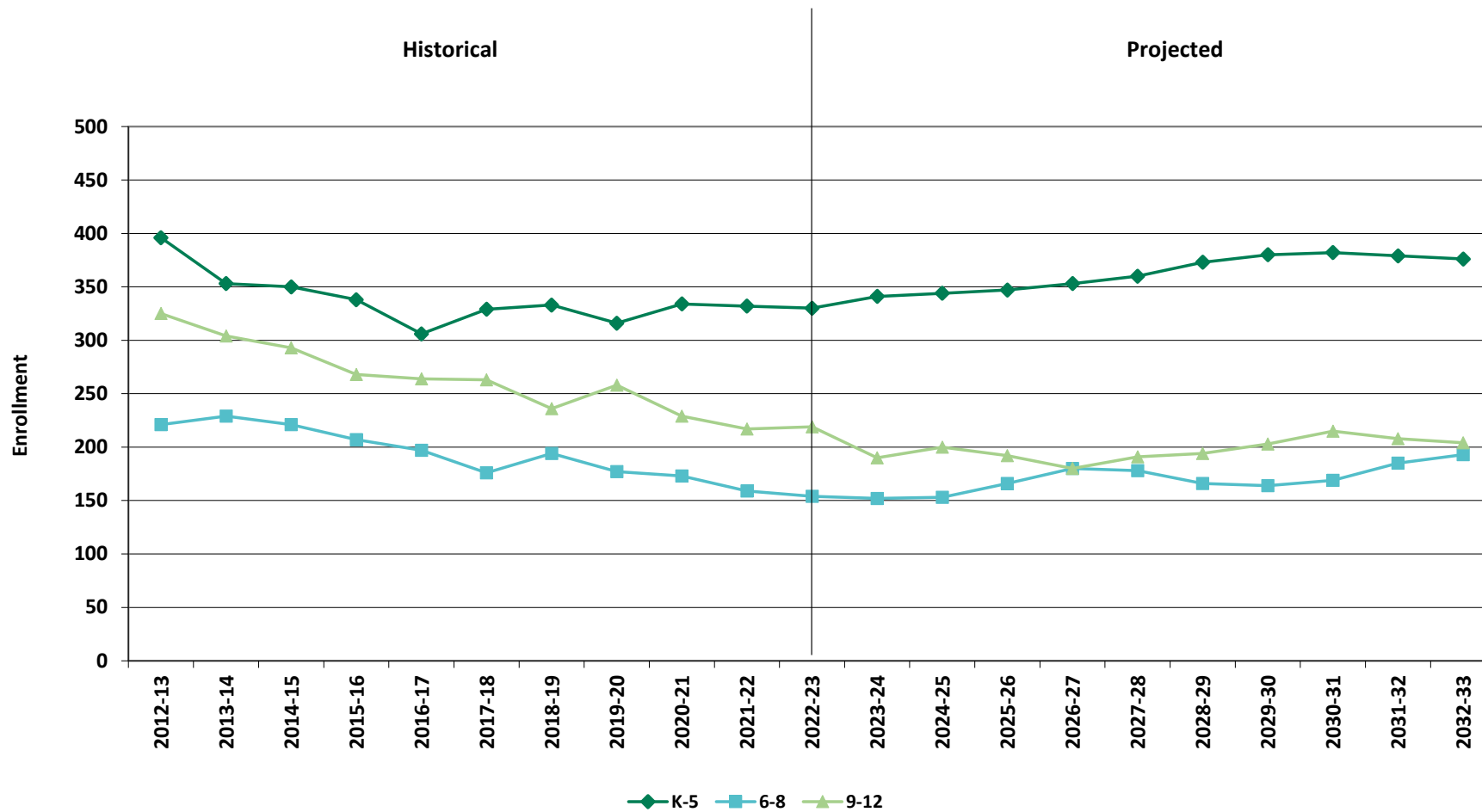
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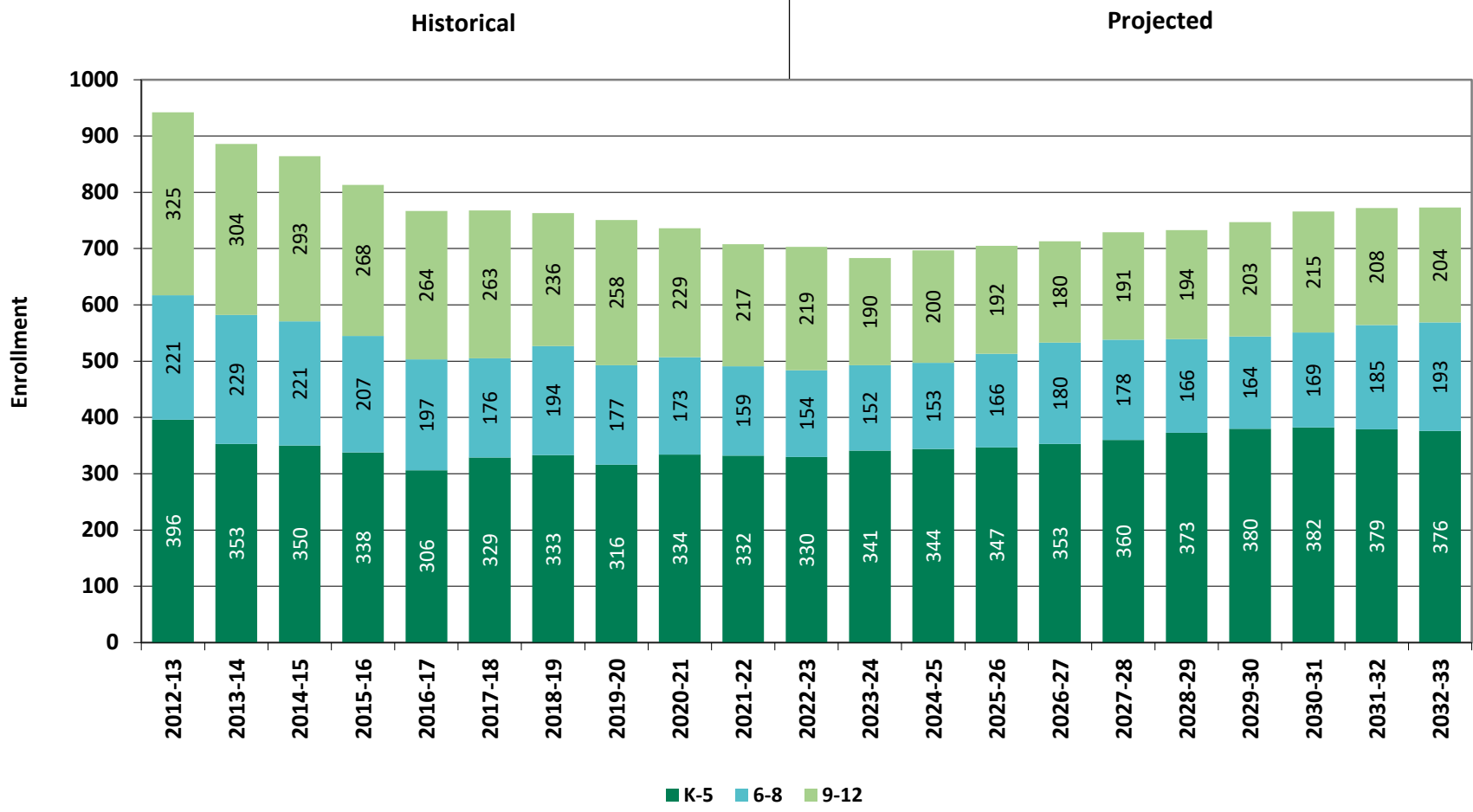
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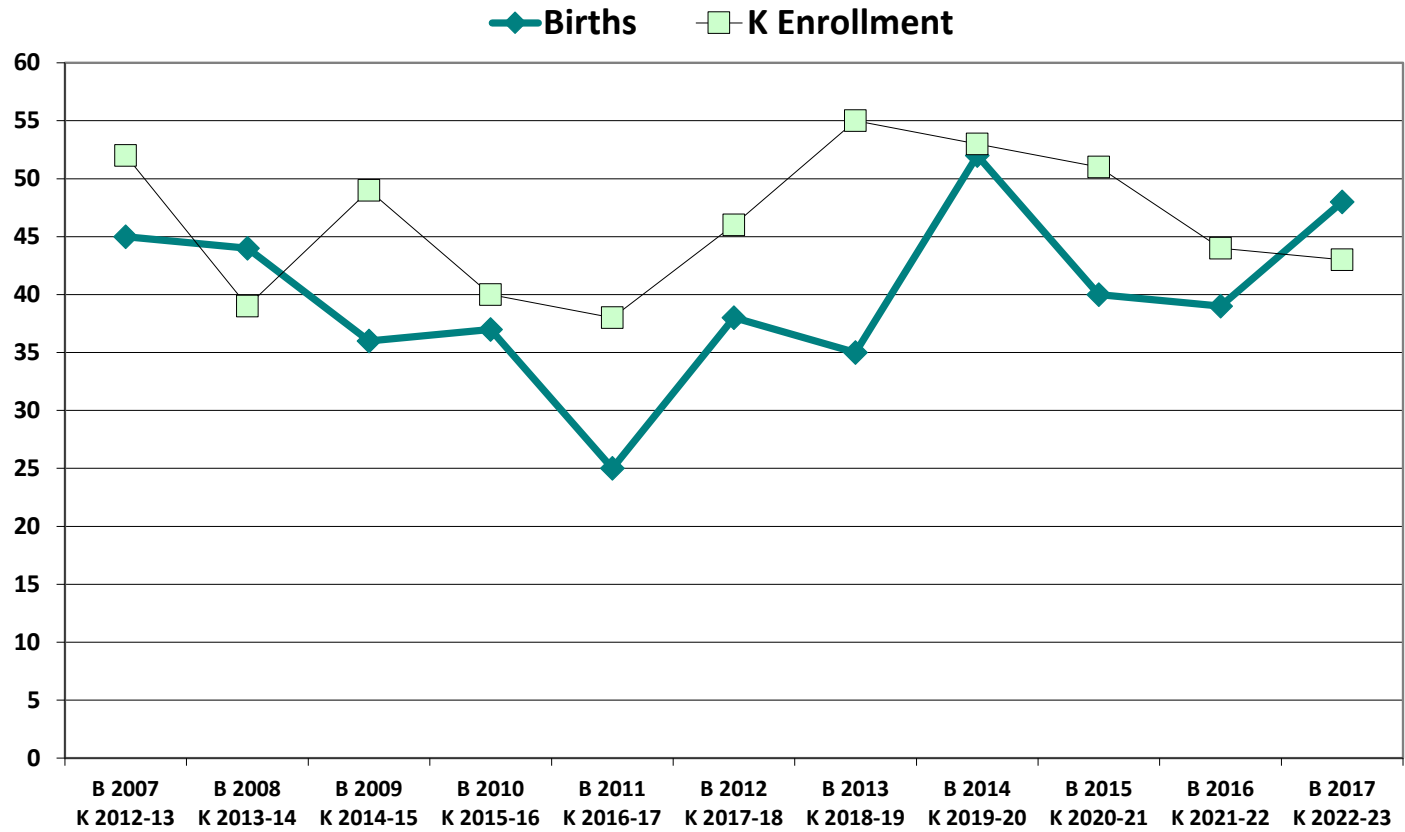
## Historical & Projected Enrollments in Grade Combinations



# Historical & Projected Enrollments in Grade Combinations



# Birth-to-Kindergarten Relationship



# Additional Information

Building Permits Issued (Source: HUD)		
Year	Single-Family	Multi-Units
2012	8	0
2018	28	46
2019	22	0
2020	28	32
2021	11	32
2022	1 to date	32 to date

Enrollment History*		
Year	Career-Tech 9-12 Total	Non-Public K-12 Total
2012-13	n/a	n/a
2018	n/a	n/a
2019	n/a	n/a
2020	n/a	n/a
2021-22	15	n/a
2022-23	24	n/a

Residents in Non-Public Independent and Parochial Schools (General Education)*														
Oct. 1 Enrollment	K	1	2	3	4	5	6	7	8	9	10	11	12	K-12 TOTAL
	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

K-12 Home-Schooled Students*	
2022	1

K-12 Residents in Charter or Magnet Schools, or Choiced-out*	
2022	n/a

K-12 Special Education Outplaced Students*	
2022	4

K-12 Tuitioned-In, Choiced-In, & Other Non-Residents*	
2022	n/a

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**Danville, NH**  
**Timberlane Regional School District**  
**2022-23 Enrollment Projection Report**

# Table of Contents

Section	Page
Enrollment Summary.....	1
Historical Enrollment Table.....	2
Historical Enrollment Graph.....	3
Projected Enrollment Table.....	4
Projected Enrollment Graph.....	5
Historical & Projected Enrollment Graph.....	6
Historical & Projected Enrollment in Grade Combinations Line Graph.....	7
Historical & Projected Enrollment in Grade Combinations Stacked Column Graph.....	8
Birth to Kindergarten Relationship Graph.....	9
Additional Information .....	10
New England's PK-12 Enrollment Trends.....	11
Reliability and Use of this Document .....	12

# Enrollment Summary

The global pandemic continues to influence our nation's public health and economic stability in unpredictable ways. As such, it is still too early to identify many of the factors that could impact school enrollments. Over the past school year, we have seen fluctuations in the real estate market and job trends, which have impacted student attendance patterns. Moreover, during the past school year, we have seen how school enrollment patterns can differ substantially from one district to another, with some districts losing students while others experience an influx of students.

We are pleased to send you this report displaying the past, present, and projected enrollments for the District. These ten-year projections are designed to provide the District with yearly, up-to-date enrollment information that can be used by boards and administrators for effective planning and allocation of resources. Included in this report are graphs representing historical and projected grade-by-grade enrollments, as well as historical and projected enrollments in grade combinations. We have received the figures given to us by the District, and we assume that the method of collecting the enrollment data has been consistent from year to year.

Enrollment projections are more reliable in Years #1-4 in the future and less reliable in the "out-years." Projections six to ten years out may serve as a guide to future enrollments and are useful for planning purposes. In light of this, NESDEC has added a "Second Semester Refresher" enrollment projection at no cost to affiliates. (For more information please refer to the Reliability and Use of This Document section)

The NESDEC enrollment projection fell within 5 students of the K-12 total, 574 students projected vs. 579 enrolled.

Births increased by 5 from a previous ten-year average of 34 to a projected average of 39.

Over the next three years, K-5 enrollments are projected to increase by 18 students, Grades 6-8 enrollments are projected to increase by 4 students, and Grades 9-12 enrollments are projected to increase by 5 students as students move through the grades.

# Historical Enrollment

School District: Danville, NH

11/20/2022

Historical Enrollment By Grade																			
Birth Year	Births*	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2007	40	2012-13	13	46	54	26	59	54	54	62	79	65	66	67	69	63	0	764	777
2008	34	2013-14	14	41	54	49	27	60	56	53	62	79	56	63	67	76	0	743	757
2009	35	2014-15	5	38	49	51	54	28	60	57	51	61	73	57	65	68	0	712	717
2010	29	2015-16	15	27	39	52	56	51	28	59	57	52	59	74	59	65	0	678	693
2011	33	2016-17	22	43	28	43	43	55	48	30	59	52	49	57	68	60	0	635	657
2012	25	2017-18	7	40	52	33	44	47	56	48	30	55	48	52	53	66	0	624	631
2013	33	2018-19	25	30	44	51	32	46	36	59	45	28	51	50	51	50	0	573	598
2014	45	2019-20	10	60	32	42	59	33	48	40	58	45	32	50	45	48	0	592	602
2015	29	2020-21	11	29	53	34	41	59	29	45	39	53	48	33	51	47	0	561	572
2016	40	2021-22	20	42	42	53	42	44	58	32	46	39	45	46	35	53	0	577	597
2017	40	2022-23	34	41	43	47	52	43	44	60	33	44	40	48	47	37	0	579	613

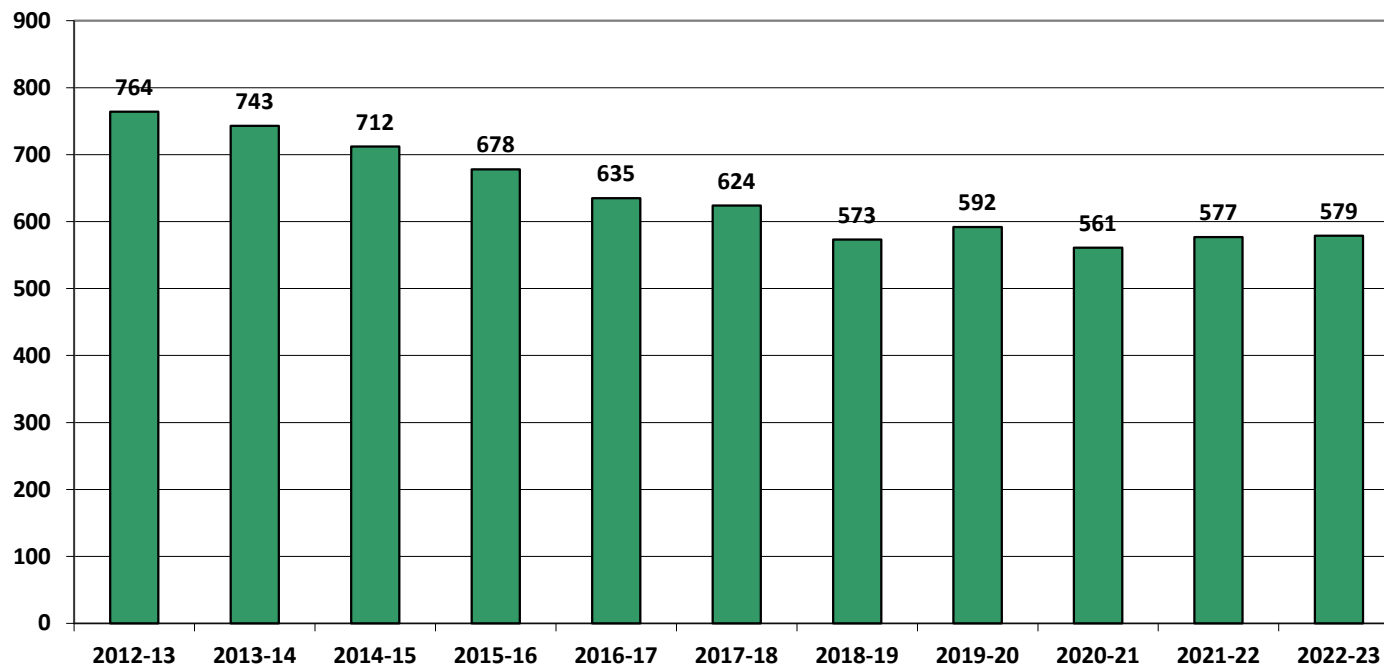
\*Birth data provided by Public Health Vital Records Departments in each state.

Historical Enrollment in Grade Combinations									
Year	PK-5	K-5	K-6	K-8	5-8	6-8	7-8	7-12	9-12
2012-13	306	293	355	499	260	206	144	409	265
2013-14	301	287	340	481	250	194	141	403	262
2014-15	285	280	337	449	229	169	112	375	263
2015-16	268	253	312	421	196	168	109	366	257
2016-17	282	260	290	401	189	141	111	345	234
2017-18	279	272	320	405	189	133	85	304	219
2018-19	264	239	298	371	168	132	73	275	202
2019-20	284	274	314	417	191	143	103	278	175
2020-21	256	245	290	382	166	137	92	271	179
2021-22	301	281	313	398	175	117	85	264	179
2022-23	304	270	330	407	181	137	77	249	172

Historical Percentage Changes			
Year	K-12	Diff.	%
2012-13	764	0	0.0%
2013-14	743	-21	-2.7%
2014-15	712	-31	-4.2%
2015-16	678	-34	-4.8%
2016-17	635	-43	-6.3%
2017-18	624	-11	-1.7%
2018-19	573	-51	-8.2%
2019-20	592	19	3.3%
2020-21	561	-31	-5.2%
2021-22	577	16	2.9%
2022-23	579	2	0.3%
Change		-185	-24.2%

# Historical Enrollment

K-12, School Years 2012-13 to 2022-23



# Projected Enrollment

School District: Danville, NH

11/20/2022

Enrollment Projections By Grade*																				
Birth Year	Births*		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2017	40		2022-23	34	41	43	47	52	43	44	60	33	44	40	48	47	37	0	579	613
2018	44		2023-24	34	45	46	45	50	54	41	46	60	32	44	41	48	49	0	601	635
2019	42		2024-25	34	43	50	48	48	52	52	43	46	57	32	45	41	50	0	607	641
2020	35		2025-26	34	36	48	53	51	50	50	54	43	44	56	33	45	43	0	606	640
2021	38		2026-27	34	39	40	50	56	53	48	52	54	41	44	57	33	47	0	614	648
2022	40	(est.)	2027-28	34	41	44	42	53	58	51	50	52	52	41	45	57	34	0	620	654
2023	40	(est.)	2028-29	34	41	46	46	45	55	55	53	50	50	51	42	45	59	0	638	672
2024	39	(est.)	2029-30	34	40	46	48	49	46	52	57	53	48	50	52	42	47	0	630	664
2025	38	(est.)	2030-31	34	39	45	48	51	51	44	54	57	51	48	51	52	44	0	635	669
2026	39	(est.)	2031-32	34	40	44	47	51	53	49	46	54	55	50	49	51	54	0	643	677
2027	39	(est.)	2032-33	34	40	45	46	50	53	51	51	46	52	54	51	49	53	0	641	675

Note: Ungraded students (UNGR) often are high school students whose anticipated years of graduation are unknown, or students with special needs - UNGR not included in Grade Combinations for 7-12, 9-12, etc.

Based on an estimate of births
Based on children already born
Based on students already enrolled

\*Birth data provided by Public Health Vital Records Departments in each state.

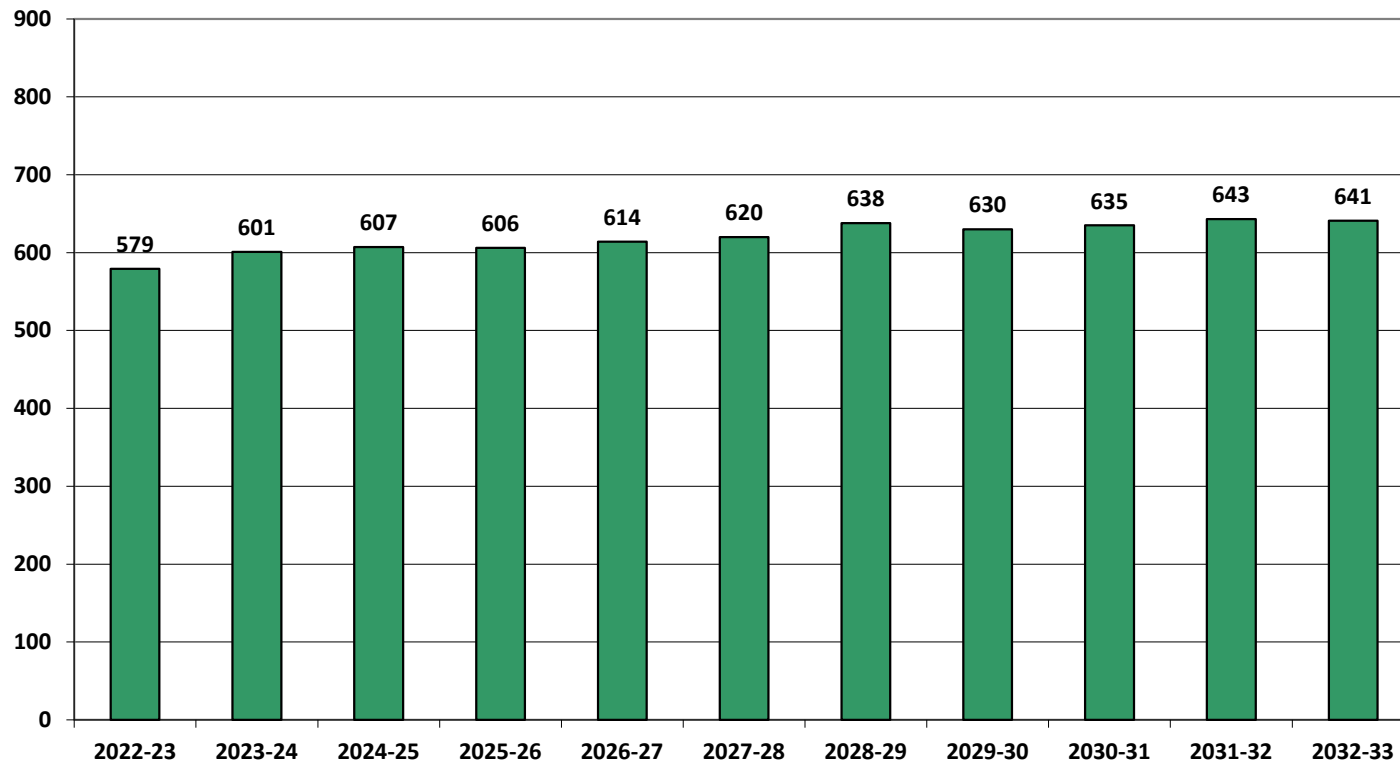
Projected Enrollment in Grade Combinations*									
Year	PK-5	K-5	K-6	K-8	5-8	6-8	7-8	7-12	9-12
2022-23	304	270	330	407	181	137	77	249	172
2023-24	315	281	327	419	179	138	92	274	182
2024-25	327	293	336	439	198	146	103	271	168
2025-26	322	288	342	429	191	141	87	264	177
2026-27	320	286	338	433	195	147	95	276	181
2027-28	323	289	339	443	205	154	104	281	177
2028-29	322	288	341	441	208	153	100	297	197
2029-30	315	281	338	439	210	158	101	292	191
2030-31	312	278	332	440	206	162	108	303	195
2031-32	318	284	330	439	204	155	109	313	204
2032-33	319	285	336	434	200	149	98	305	207

Projected Percentage Changes			
Year	K-12	Diff.	%
2022-23	579	0	0.0%
2023-24	601	22	3.8%
2024-25	607	6	1.0%
2025-26	606	-1	-0.2%
2026-27	614	8	1.3%
2027-28	620	6	1.0%
2028-29	638	18	2.9%
2029-30	630	-8	-1.3%
2030-31	635	5	0.8%
2031-32	643	8	1.3%
2032-33	641	-2	-0.3%
<b>Change</b>	<b>62</b>	<b>10.7%</b>	

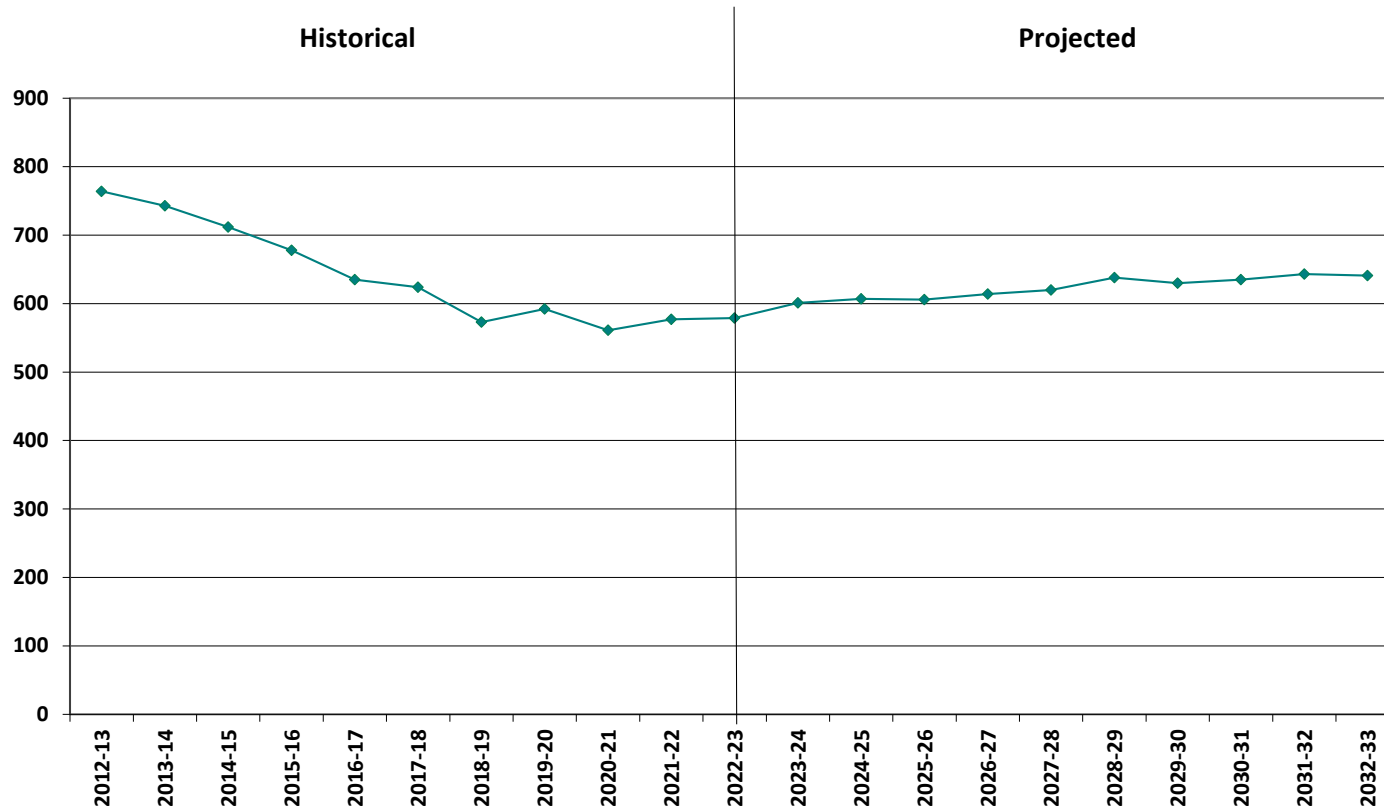
\*Projections should be updated annually to reflect changes in in/out-migration of families, real estate sales, residential construction, births, and similar factors.

# Projected Enrollment

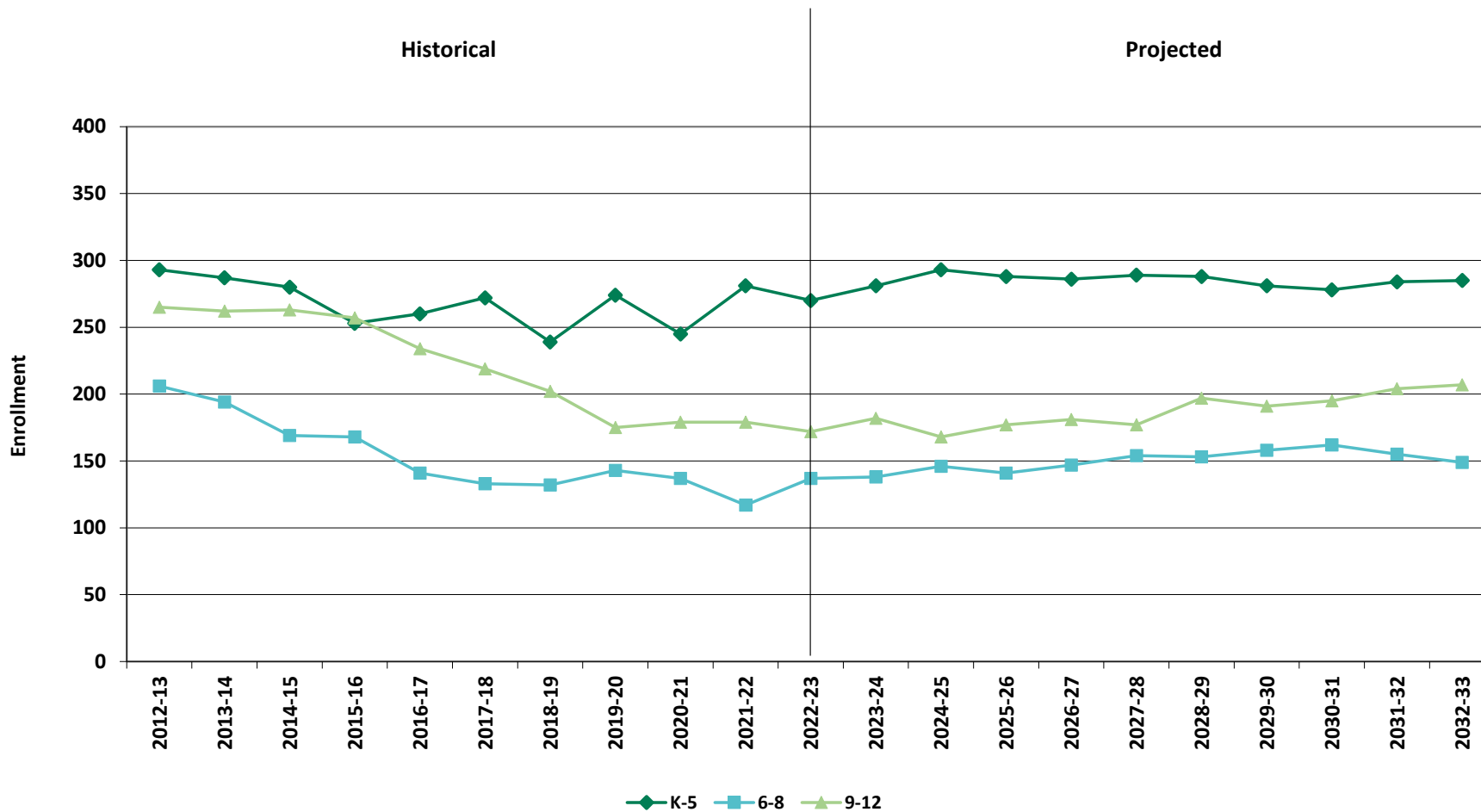
**K-12, School Years 2022-23 to 2032-33**



# Historical & Projected Enrollment

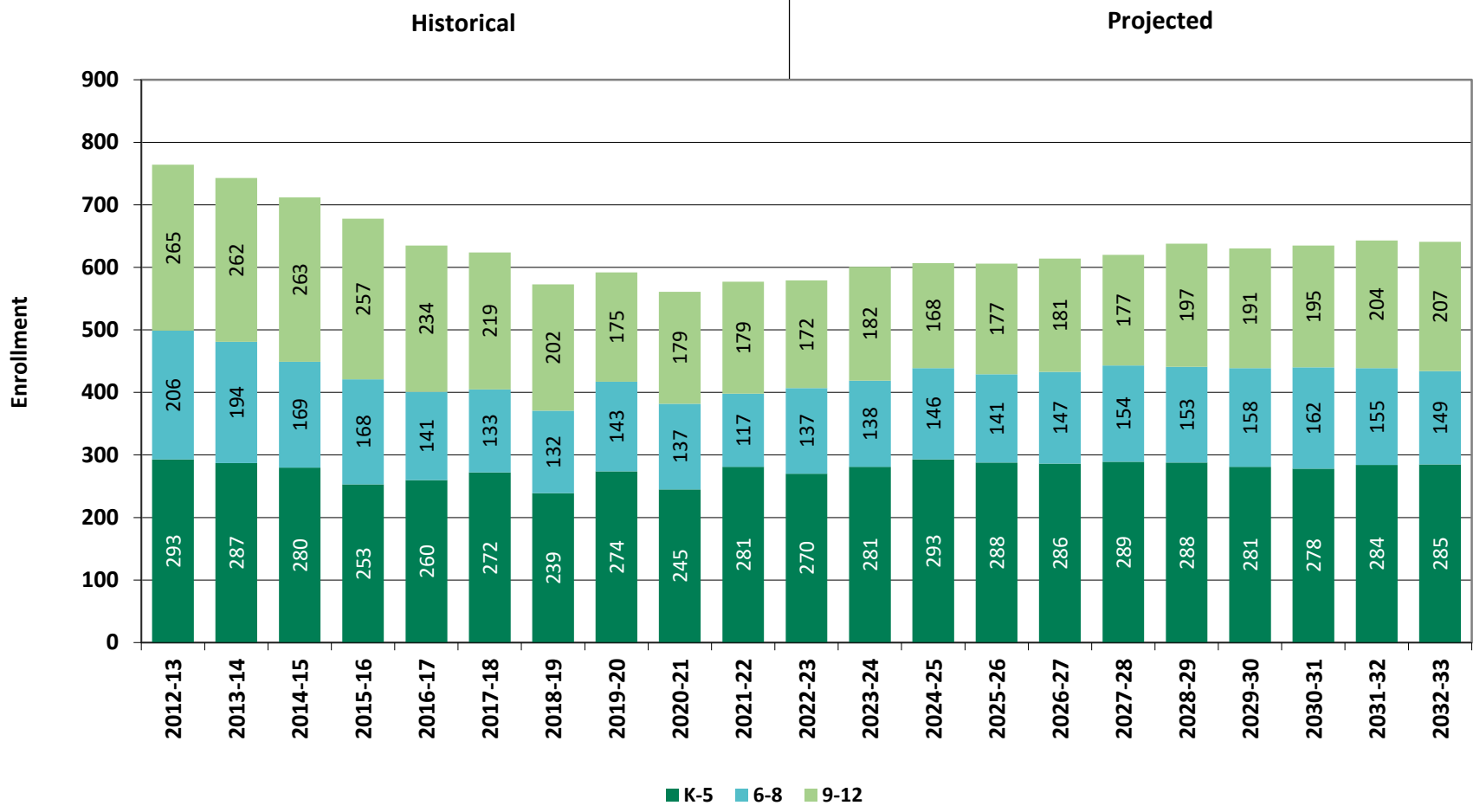


## Historical & Projected Enrollments in Grade Combinations

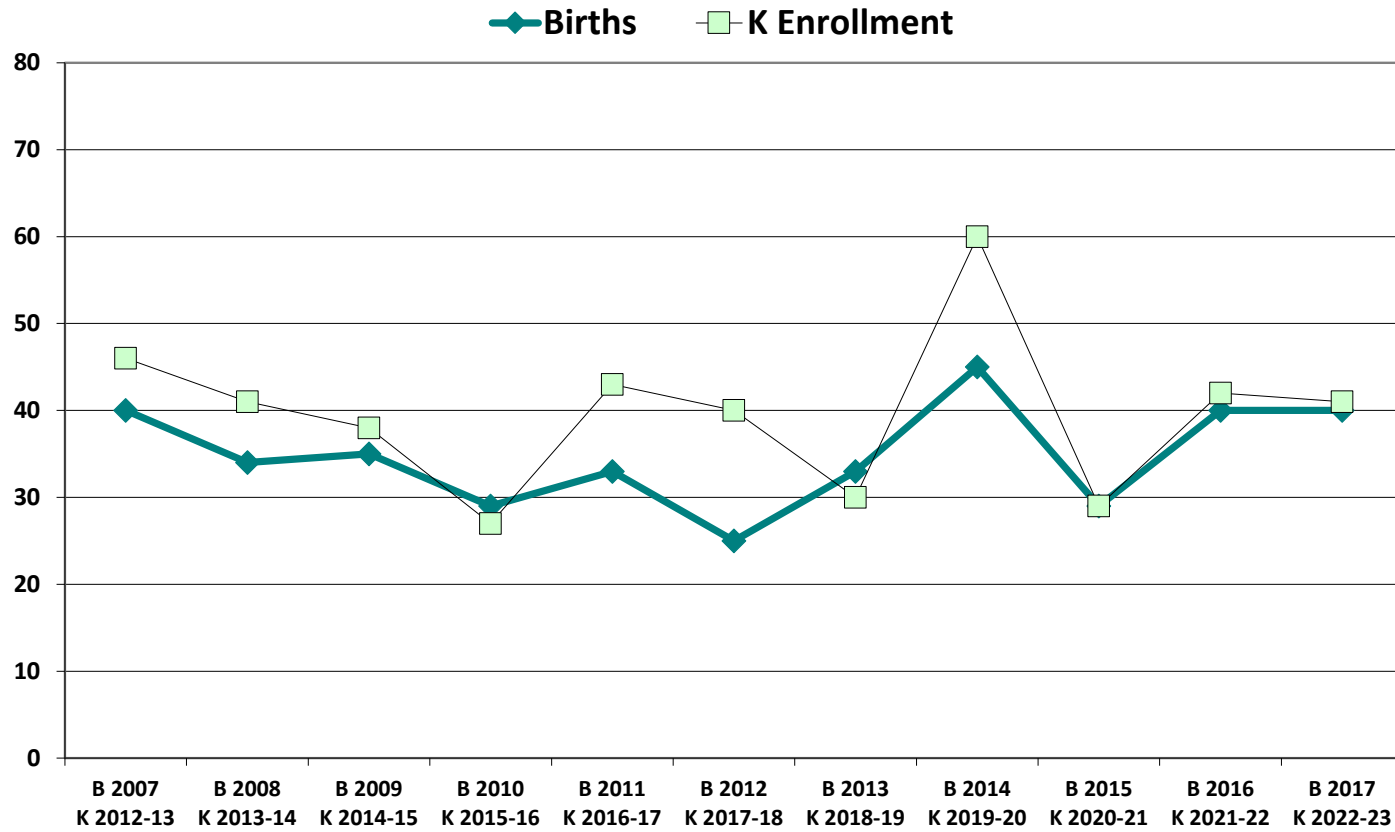




# Historical & Projected Enrollments in Grade Combinations



# Birth-to-Kindergarten Relationship



# Additional Information

Building Permits Issued (Source: HUD)		
Year	Single-Family	Multi-Units
2012	1	0
2018	14	0
2019	24	0
2020	40	0
2021	8	2
2022	9 to date	12 to date

Enrollment History*		
Year	Career-Tech 9-12 Total	Non-Public K-12 Total
2012-13	n/a	n/a
2018	n/a	n/a
2019	n/a	n/a
2020	n/a	n/a
2021-22	18	n/a
2022-23	24	n/a

Residents in Non-Public Independent and Parochial Schools (General Education)*														
Oct. 1 Enrollment	K	1	2	3	4	5	6	7	8	9	10	11	12	K-12 TOTAL
	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

K-12 Home-Schooled Students*	
2022	6

K-12 Residents in Charter or Magnet Schools, or Choiced-out*	
2022	n/a

K-12 Special Education Outplaced Students*	
2022	4

K-12 Tuitioned-In, Choiced-In, & Other Non-Residents*	
2022	n/a

\*The above data were provided by the District, with the exception of building permit data (provided by HUD).

"n/a" signifies that information was not provided by District.

## New England's PK-12 Enrollment Trends

From 2020 to 2030, the US Department of Education anticipates changes in PK-12 enrollment of -2.4% in the South, -6.5% in the West, -3.8% in the Midwest, -6.2% in the Northeast, and a total of -4.3% nationwide.

State	Fall 2020 PK - 12	Fall 2030 Projected	PK-12 Decline	% Change 2020-2030
CT	509,058	475,600	-33,458	-6.6%
ME	172,455	161,800	-10,655	-6.2%
MA	921,712	879,900	-41,812	-4.5%
NH	169,027	144,600	-24,427	-14.5%
RI	139,184	130,200	-8,984	-6.5%
VT	82,401	74,600	-7,801	-9.5%

**Source:** U.S. Department of Education, National Center for Education Statistics, *Enrollment In Public Schools fall 1990 to fall 2030*, Table 203.20, March 2022.

Although most New England Districts are seeing a decline in the number of births, NESDEC's experience indicates that the impact on enrollment varies from District to District. Almost half of New England Districts have been growing in PK-12 enrollment, and a similar number are declining (often in rural areas), with the other Districts remaining stable.

## Reliability and Use of this Document

### PROJECTION METHODOLOGY

Cohort component (survival) technique is a frequently used method of preparing enrollment forecasts. NESDEC uses this method, but modifies it in order to move away from forecasts that are wholly computer- or formula-driven. Such modification permits the incorporation of important, current district-specific information into the generation of enrollment forecasts (such as in/out-migration of students, resident births, HUD-reported building permits, etc.). Percentages are calculated from the historical enrollment data to determine a reliable percentage of increase or decrease in enrollment between any two grades. For example, if 100 students enrolled in Grade 1 in 2018-19 increased to 104 students in Grade 2 in 2019-20, the percentage of survival would be 104%, or a ratio of 1.04. Ratios are calculated between each pair of grades or years in school over several recent years.

After study and analysis of the historical ratios, and based upon a reasonable set of assumptions regarding births, migration rates, retention rates, etc., ratios most indicative of future growth patterns are determined for each pair of grades. The ratios thus selected are applied to the present enrollment statistics to project into future years. The ratios are the key factors in the reliability of the projections, assuming validity of the data at the starting point.

### RELIABILITY OF ENROLLMENT PROJECTIONS

Projections can serve as useful guides to school administrators for educational planning. Enrollment projections are more reliable in Years #1-4 in the future and less reliable in the "out-years." Projections six to ten years out may serve as a guide to future enrollments and are useful for planning purposes, but they should be viewed as subject to change given the likelihood of potential shifts in underlying assumptions/trends, such as student migration, births as they relate to Kindergarten enrollment, and other factors.

Projections that are based upon **the children who already are in the district** (the current K-12 population only) will be the most reliable. The second level of reliability will be for those children already **born into the community but not yet old enough to be in school**. The least reliable category is the group for which an estimate must be made **to predict the number of births**, thereby adding additional uncertainty. See these three multi-colored groupings on the "Projected Enrollment" tab.

Annual updates allow for early identification of recent changes in historical trends. When the actual enrollment in a grade is significantly different (higher or lower) from the projected number, it is important (yet difficult) to determine whether this is a one-year aberration or whether a new trend may have begun. **In light of this possibility, NESDEC urges all school districts to have updated enrollment forecasts developed by NESDEC each October.** This service is available at no cost to affiliated school districts.

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**Sandown, NH**  
**Timberlane Regional School District**  
**2022-23 Enrollment Projection Report**

# Table of Contents

Section	Page
Enrollment Summary.....	1
Historical Enrollment Table.....	2
Historical Enrollment Graph.....	3
Projected Enrollment Table.....	4
Projected Enrollment Graph.....	5
Historical & Projected Enrollment Graph.....	6
Historical & Projected Enrollment in Grade Combinations Line Graph.....	7
Historical & Projected Enrollment in Grade Combinations Stacked Column Graph.....	8
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# Enrollment Summary

The global pandemic continues to influence our nation's public health and economic stability in unpredictable ways. As such, it is still too early to identify many of the factors that could impact school enrollments. Over the past school year, we have seen fluctuations in the real estate market and job trends, which have impacted student attendance patterns. Moreover, during the past school year, we have seen how school enrollment patterns can differ substantially from one district to another, with some districts losing students while others experience an influx of students.

We are pleased to send you this report displaying the past, present, and projected enrollments for the District. These ten-year projections are designed to provide the District with yearly, up-to-date enrollment information that can be used by boards and administrators for effective planning and allocation of resources. Included in this report are graphs representing historical and projected grade-by-grade enrollments, as well as historical and projected enrollments in grade combinations. We have received the figures given to us by the District, and we assume that the method of collecting the enrollment data has been consistent from year to year.

Enrollment projections are more reliable in Years #1-4 in the future and less reliable in the "out-years." Projections six to ten years out may serve as a guide to future enrollments and are useful for planning purposes. In light of this, NESDEC has added a "Second Semester Refresher" enrollment projection at no cost to affiliates. (For more information please refer to the Reliability and Use of This Document section)

The NESDEC enrollment projection fell within 3 students of the K-12 total, 936 students projected vs. 933 enrolled.

Births increased by 12 from a previous ten-year average of 59 to a projected average of 71.

Over the next three years, K-5 enrollments are projected to increase by 51 students, Grades 6-8 enrollments are projected to decrease by 6 students, and Grades 9-12 enrollments are projected to decrease by 11 students as students move through the grades.

# Historical Enrollment

School District: Sandown, NH

11/20/2022

Historical Enrollment By Grade																			
Birth Year	Births*	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2007	72	2012-13	0	58	73	72	72	71	84	90	83	97	76	85	93	108	0	1062	1062
2008	58	2013-14	17	55	69	74	74	68	70	88	89	78	88	78	84	92	0	1007	1024
2009	41	2014-15	17	47	60	71	74	73	66	66	89	90	75	85	84	89	0	969	986
2010	59	2015-16	52	67	58	63	72	72	77	60	67	85	93	73	87	90	0	964	1016
2011	48	2016-17	42	55	78	58	67	80	78	84	68	79	86	95	72	91	0	991	1033
2012	55	2017-18	94	67	67	75	62	67	83	79	86	73	80	87	94	76	0	996	1090
2013	61	2018-19	46	68	67	68	75	67	74	83	84	83	72	79	87	91	0	998	1044
2014	59	2019-20	85	70	63	62	71	72	68	80	92	86	86	74	81	92	0	997	1082
2015	73	2020-21	41	60	61	52	61	74	66	68	83	88	79	84	74	83	0	933	974
2016	71	2021-22	40	68	72	59	55	66	75	66	71	83	80	74	80	75	0	924	964
2017	68	2022-23	52	67	78	72	62	60	71	77	64	77	79	76	72	78	0	933	985

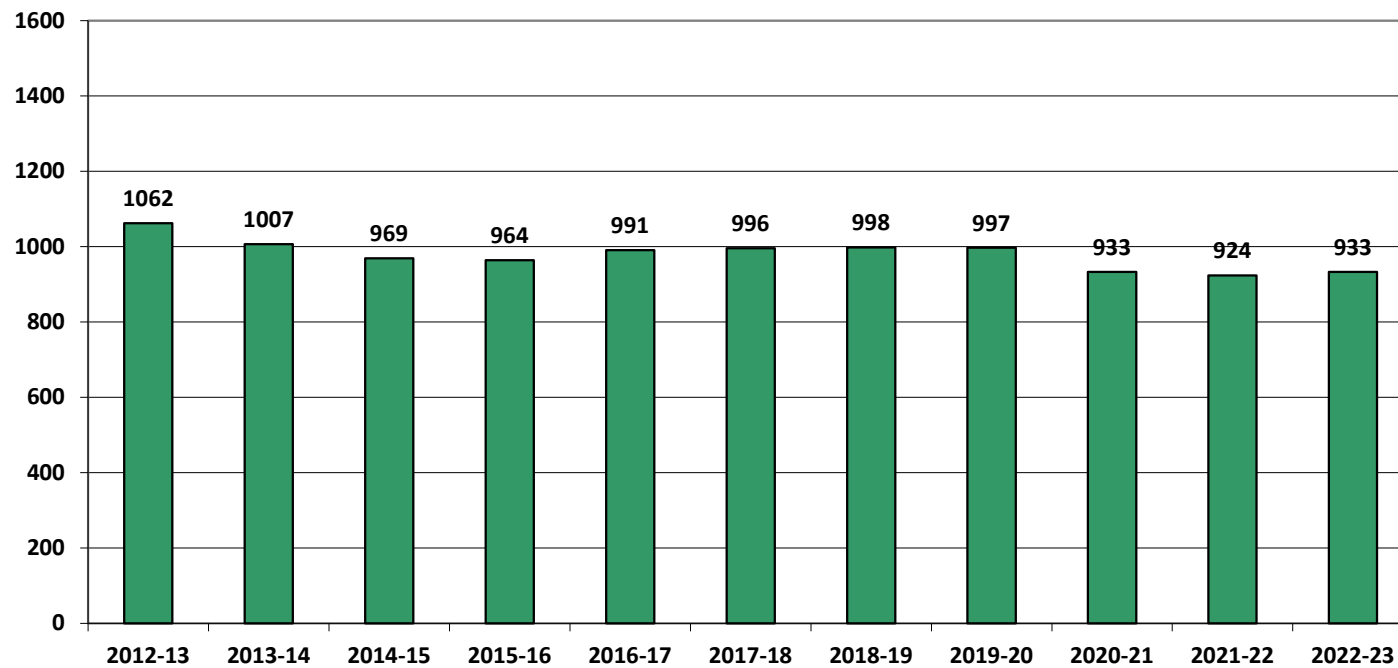
\*Birth data provided by Public Health Vital Records Departments in each state.

Historical Enrollment in Grade Combinations									
Year	PK-5	K-5	K-6	K-8	5-8	6-8	7-8	7-12	9-12
2012-13	430	430	520	700	354	270	180	542	362
2013-14	427	410	498	665	325	255	167	509	342
2014-15	408	391	457	636	311	245	179	512	333
2015-16	461	409	469	621	289	212	152	495	343
2016-17	458	416	500	647	309	231	147	491	344
2017-18	515	421	500	659	321	238	159	496	337
2018-19	465	419	502	669	324	250	167	496	329
2019-20	491	406	486	664	326	258	178	511	333
2020-21	415	374	442	613	305	239	171	491	320
2021-22	435	395	461	615	295	220	154	463	309
2022-23	462	410	487	628	289	218	141	446	305

Historical Percentage Changes			
Year	K-12	Diff.	%
2012-13	1062	0	0.0%
2013-14	1007	-55	-5.2%
2014-15	969	-38	-3.8%
2015-16	964	-5	-0.5%
2016-17	991	27	2.8%
2017-18	996	5	0.5%
2018-19	998	2	0.2%
2019-20	997	-1	-0.1%
2020-21	933	-64	-6.4%
2021-22	924	-9	-1.0%
2022-23	933	9	1.0%
Change		-129	-12.1%

# Historical Enrollment

K-12, School Years 2012-13 to 2022-23



# Projected Enrollment

School District: Sandown, NH

11/20/2022

Enrollment Projections By Grade*																				
Birth Year	Births*		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2017	68		2022-23	52	67	78	72	62	60	71	77	64	77	79	76	72	78	0	933	985
2018	81		2023-24	52	85	72	76	74	65	61	73	80	65	75	78	75	73	0	952	1004
2019	52		2024-25	52	54	91	70	78	78	66	63	76	82	63	74	77	77	0	949	1001
2020	78		2025-26	52	82	58	88	72	82	79	68	66	78	80	62	73	79	0	967	1019
2021	78		2026-27	52	82	88	56	91	76	83	81	71	67	76	79	61	74	0	985	1037
2022	71	(est.)	2027-28	52	75	88	85	58	96	77	85	84	72	65	75	78	62	0	1000	1052
2023	72	(est.)	2028-29	52	75	80	85	88	61	97	79	88	86	70	64	74	80	0	1027	1079
2024	70	(est.)	2029-30	52	74	80	78	88	92	62	99	82	90	84	69	63	75	0	1036	1088
2025	74	(est.)	2030-31	52	77	79	78	80	92	93	64	103	84	88	82	68	64	0	1052	1104
2026	73	(est.)	2031-32	52	77	83	77	80	84	93	95	67	105	82	86	81	69	0	1079	1131
2027	72	(est.)	2032-33	52	76	83	81	79	84	85	95	99	68	102	80	85	83	0	1100	1152

Note: Ungraded students (UNGR) often are high school students whose anticipated years of graduation are unknown, or students with special needs - UNGR not included in Grade Combinations for 7-12, 9-12, etc.

Based on an estimate of births

Based on children already born

Based on students already enrolled

\*Birth data provided by Public Health Vital Records Departments in each state.

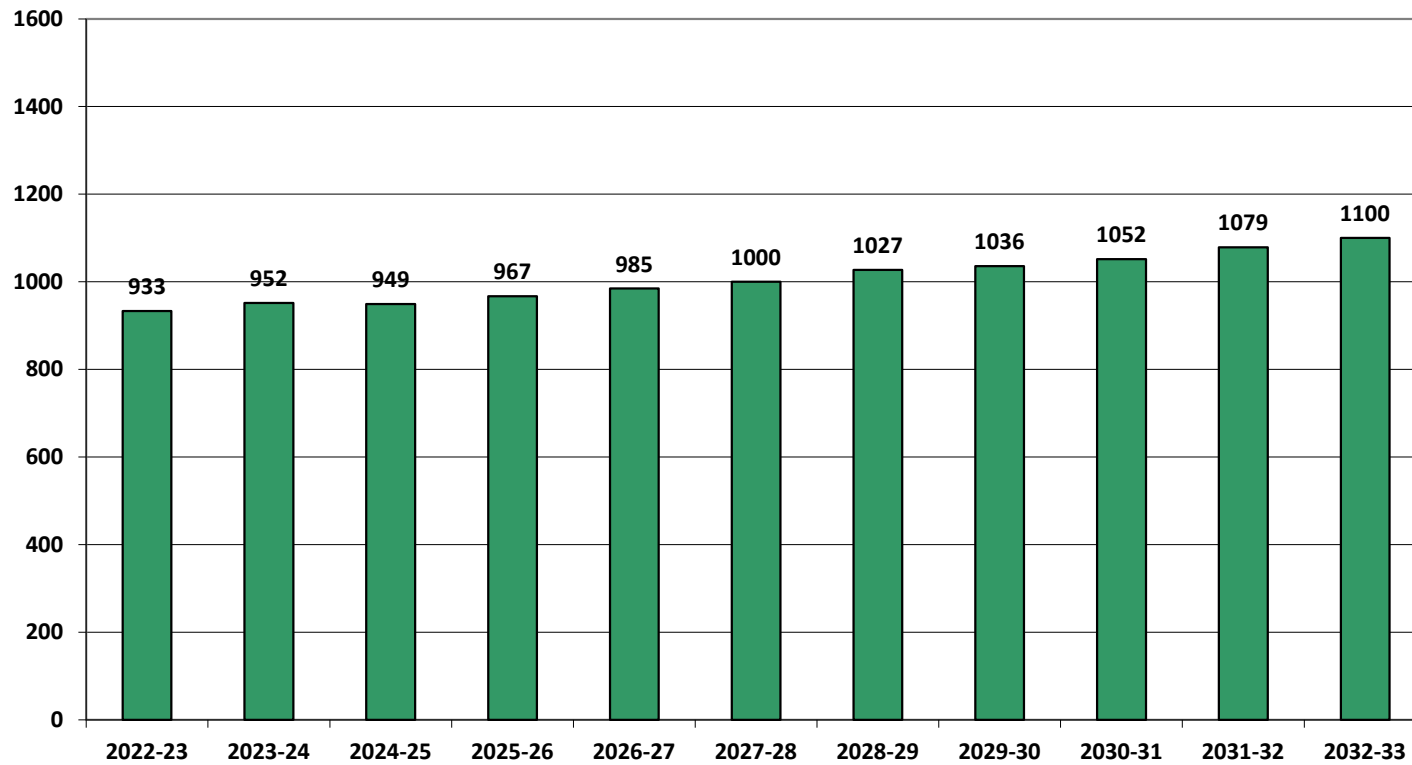
Projected Enrollment in Grade Combinations*									
Year	PK-5	K-5	K-6	K-8	5-8	6-8	7-8	7-12	9-12
2022-23	462	410	487	628	289	218	141	446	305
2023-24	485	433	506	651	279	218	145	446	301
2024-25	489	437	500	658	287	221	158	449	291
2025-26	513	461	529	673	291	212	144	438	294
2026-27	528	476	557	695	302	219	138	428	290
2027-28	531	479	564	720	318	241	156	436	280
2028-29	538	486	565	739	350	253	174	462	288
2029-30	526	474	573	745	333	271	172	463	291
2030-31	551	499	563	750	344	251	187	489	302
2031-32	546	494	589	761	360	267	172	490	318
2032-33	540	488	583	750	347	262	167	517	350

Projected Percentage Changes			
Year	K-12	Diff.	%
2022-23	933	0	0.0%
2023-24	952	19	2.0%
2024-25	949	-3	-0.3%
2025-26	967	18	1.9%
2026-27	985	18	1.9%
2027-28	1000	15	1.5%
2028-29	1027	27	2.7%
2029-30	1036	9	0.9%
2030-31	1052	16	1.5%
2031-32	1079	27	2.6%
2032-33	1100	21	1.9%
Change	167	17.9%	

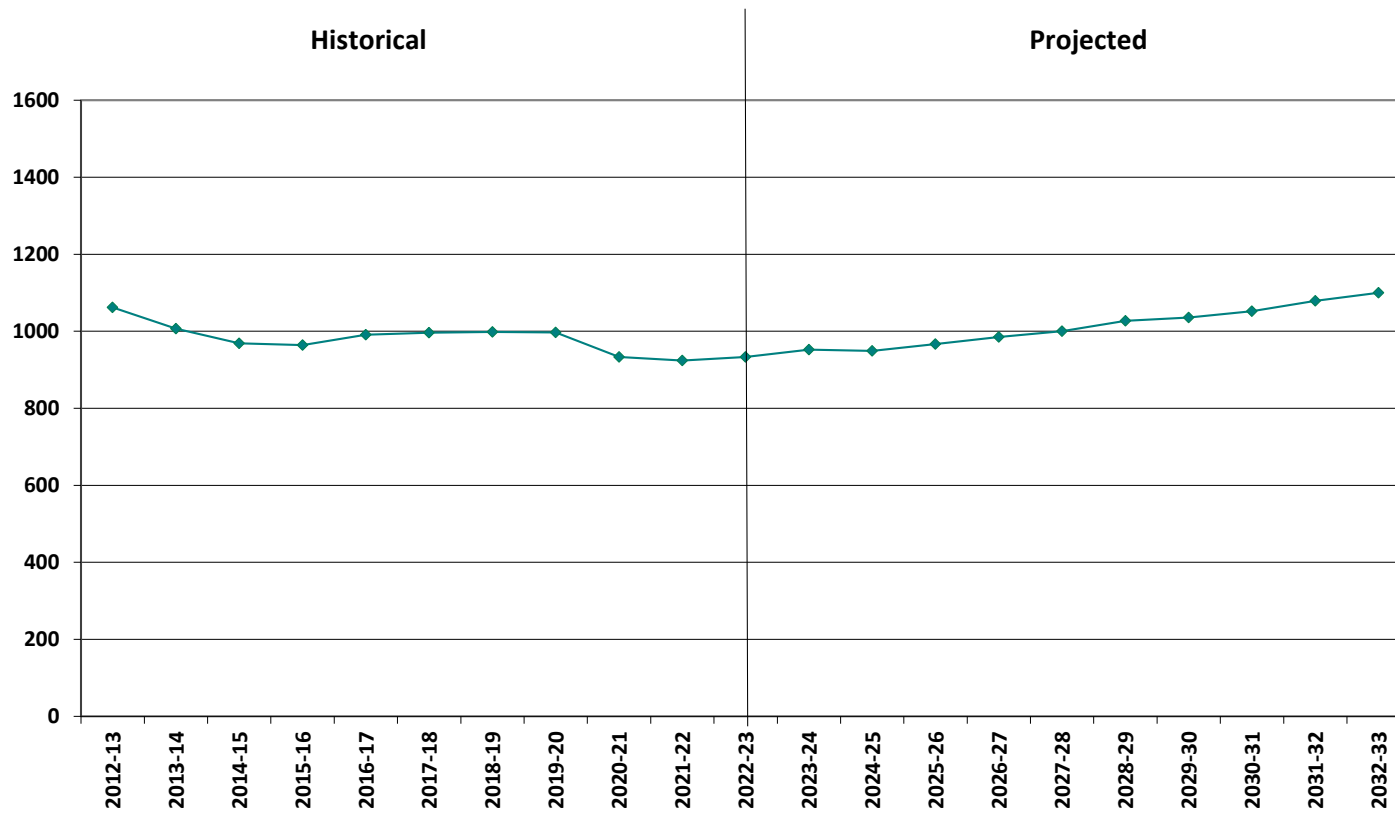
\*Projections should be updated annually to reflect changes in in/out-migration of families, real estate sales, residential construction, births, and similar factors.

# Projected Enrollment

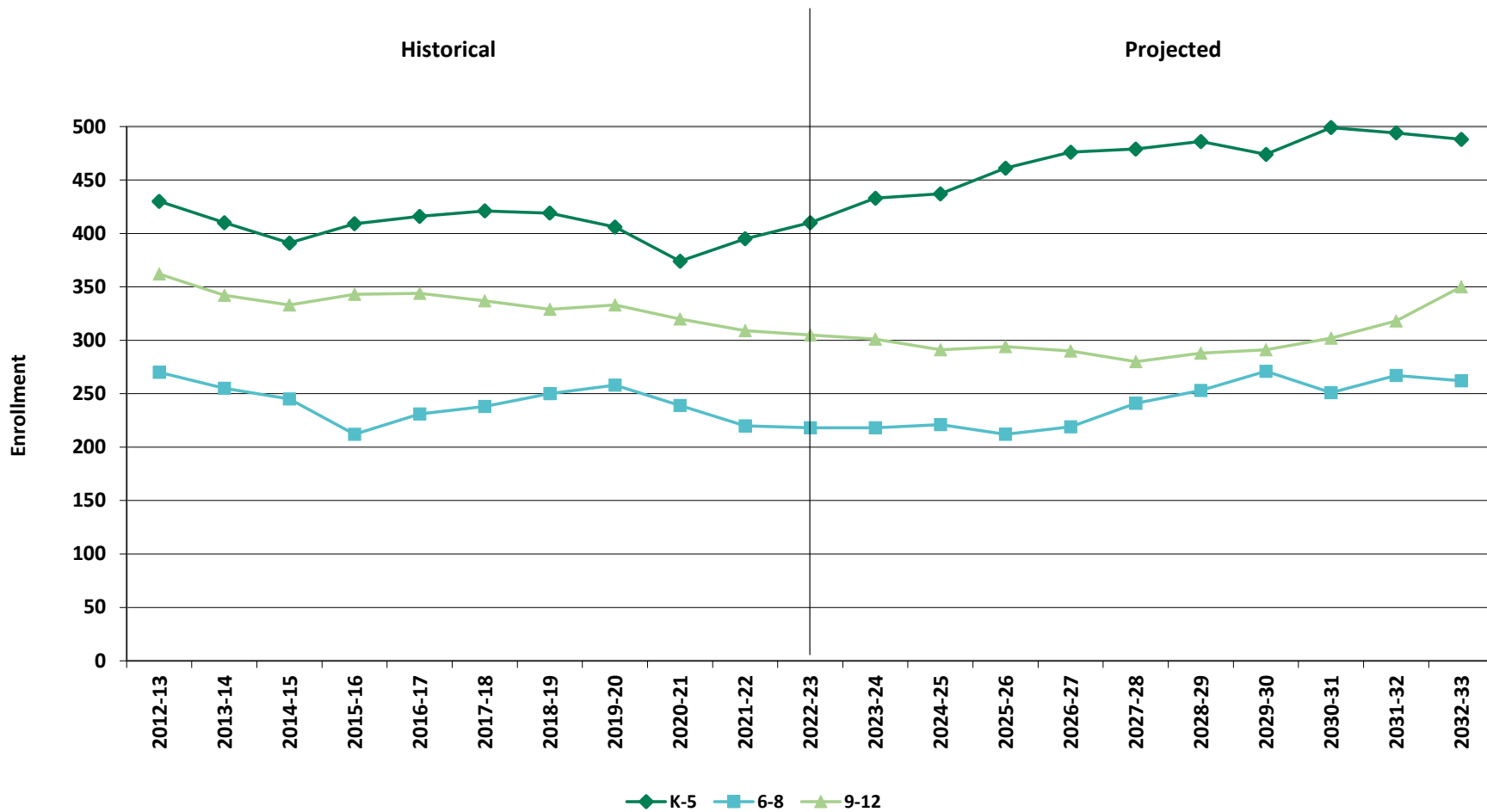
K-12, School Years 2022-23 to 2032-33



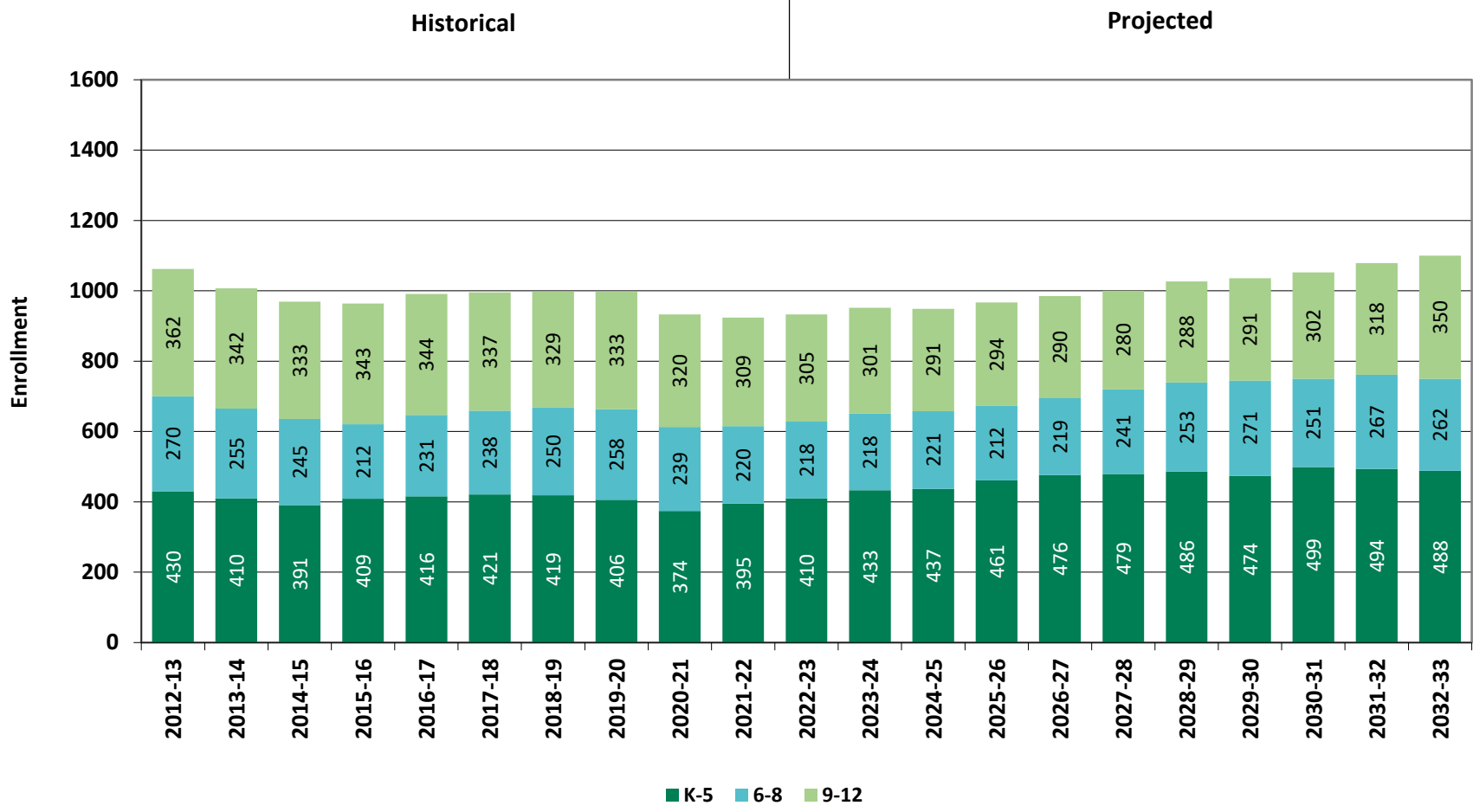
# Historical & Projected Enrollment



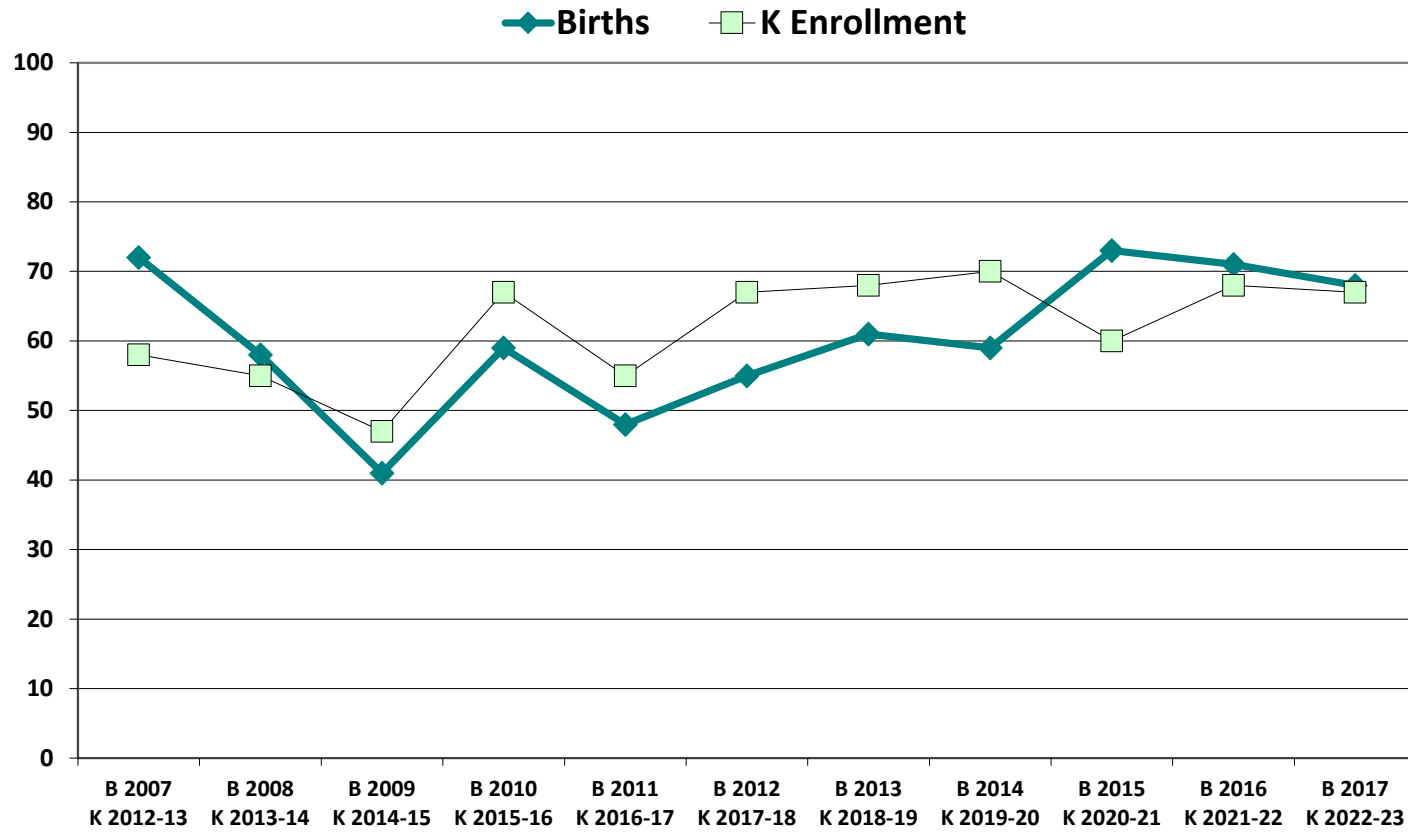
## Historical & Projected Enrollments in Grade Combinations



# Historical & Projected Enrollments in Grade Combinations



## Birth-to-Kindergarten Relationship



# Additional Information

Building Permits Issued (Source: HUD)		
Year	Single-Family	Multi-Units
2012	20	0
2018	14	44
2019	11	0
2020	11	0
2021	14	8
2022	15 to date	11 to date

Enrollment History*		
Year	Career-Tech 9-12 Total	Non-Public K-12 Total
2012-13	n/a	n/a
2018	n/a	n/a
2019	n/a	n/a
2020	n/a	n/a
2021-22	29	n/a
2022-23	37	n/a

Residents in Non-Public Independent and Parochial Schools (General Education)*														
Oct. 1 Enrollment	K	1	2	3	4	5	6	7	8	9	10	11	12	K-12 TOTAL
	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

K-12 Home-Schooled Students*	
2022	10

K-12 Residents in Charter or Magnet Schools, or Choiced-out*	
2022	n/a

K-12 Special Education Outplaced Students*	
2022	3

K-12 Tuitioned-In, Choiced-In, & Other Non-Residents*	
2022	1

\*The above data were provided by the District, with the exception of building permit data (provided by HUD).

"n/a" signifies that information was not provided by District.

## New England's PK-12 Enrollment Trends

From 2020 to 2030, the US Department of Education anticipates changes in PK-12 enrollment of -2.4% in the South, -6.5% in the West, -3.8% in the Midwest, -6.2% in the Northeast, and a total of -4.3% nationwide.

State	Fall 2020 PK - 12	Fall 2030 Projected	PK-12 Decline	% Change 2020-2030
CT	509,058	475,600	-33,458	-6.6%
ME	172,455	161,800	-10,655	-6.2%
MA	921,712	879,900	-41,812	-4.5%
NH	169,027	144,600	-24,427	-14.5%
RI	139,184	130,200	-8,984	-6.5%
VT	82,401	74,600	-7,801	-9.5%

**Source:** U.S. Department of Education, National Center for Education Statistics, *Enrollment In Public Schools fall 1990 to fall 2030*, Table 203.20, March 2022.

Although most New England Districts are seeing a decline in the number of births, NESDEC's experience indicates that the impact on enrollment varies from District to District. Almost half of New England Districts have been growing in PK-12 enrollment, and a similar number are declining (often in rural areas), with the other Districts remaining stable.

## Reliability and Use of this Document

### PROJECTION METHODOLOGY

Cohort component (survival) technique is a frequently used method of preparing enrollment forecasts. NESDEC uses this method, but modifies it in order to move away from forecasts that are wholly computer- or formula-driven. Such modification permits the incorporation of important, current district-specific information into the generation of enrollment forecasts (such as in/out-migration of students, resident births, HUD-reported building permits, etc.). Percentages are calculated from the historical enrollment data to determine a reliable percentage of increase or decrease in enrollment between any two grades. For example, if 100 students enrolled in Grade 1 in 2018-19 increased to 104 students in Grade 2 in 2019-20, the percentage of survival would be 104%, or a ratio of 1.04. Ratios are calculated between each pair of grades or years in school over several recent years.

After study and analysis of the historical ratios, and based upon a reasonable set of assumptions regarding births, migration rates, retention rates, etc., ratios most indicative of future growth patterns are determined for each pair of grades. The ratios thus selected are applied to the present enrollment statistics to project into future years. The ratios are the key factors in the reliability of the projections, assuming validity of the data at the starting point.

### RELIABILITY OF ENROLLMENT PROJECTIONS

Projections can serve as useful guides to school administrators for educational planning. Enrollment projections are more reliable in Years #1-4 in the future and less reliable in the "out-years." Projections six to ten years out may serve as a guide to future enrollments and are useful for planning purposes, but they should be viewed as subject to change given the likelihood of potential shifts in underlying assumptions/trends, such as student migration, births as they relate to Kindergarten enrollment, and other factors.

Projections that are based upon **the children who already are in the district** (the current K-12 population only) will be the most reliable. The second level of reliability will be for those children already **born into the community but not yet old enough to be in school**. The least reliable category is the group for which an estimate must be made **to predict the number of births**, thereby adding additional uncertainty. See these three multi-colored groupings on the "Projected Enrollment" tab.

Annual updates allow for early identification of recent changes in historical trends. When the actual enrollment in a grade is significantly different (higher or lower) from the projected number, it is important (yet difficult) to determine whether this is a one-year aberration or whether a new trend may have begun. **In light of this possibility, NESDEC urges all school districts to have updated enrollment forecasts developed by NESDEC each October.** This service is available at no cost to affiliated school districts.

### USING THIS INFORMATION ELECTRONICALLY

If you would like to extract the information contained in this report for your own documents or presentations, you can use screenshots, which can be inserted into PowerPoint slides, Word documents, etc. Because screenshots create graphics, the image is not editable. Please feel free to contact us if you need assistance in this matter, by phone (508-481-9444) or by email ([ep@nesdec.org](mailto:ep@nesdec.org)).



## EXECUTIVE SUMMARY

### 2022-2023 Timberlane's Goals

As we are continuously working to improve the quality of education provided by the Timberlane Regional School District, we connect through a shared vision attained through the development of shared goals which guide our direction and the alignment of activities and initiatives.

To be successful, we must identify and maintain a shared sense of direction so that we may achieve our desired outcomes that satisfy our shared values and beliefs. As such a large organization responsible for a considerable number of diverse responsibilities, we must align our work so that it is coordinated within and across groups. Additionally, we must promote a deep sense of commitment so that all groups recognize their individual and collective responsibility for their roles in our mission.

Given a strong direction, all stakeholders agree on the desired outcomes of the mission. When our efforts are well coordinated and aligned, we are more efficacious in achievements. Through shared commitment, we build our trust, strength, and investment in our community.

Attached, please find copies of the Timberlane Regional School Board's Goals and the Superintendent's Goals for the 2022-2023 School Year.



Respectfully submitted,  
Christopher K. Kellan, Superintendent of Schools

# School Board Goals

## ACADEMICS

1. Develop or improve career pathways for students by extending learning opportunities, negotiating more vocational experiences, expanding dual enrollment possibilities, and non-traditional courses.
2. Establish a career day with the intent to provide a comprehensive summary of all opportunities and pathways for students.
3. Address identified needs for PreK-12 resulting from the prior school year's remote learning by implementing suggestions for improvement within the 2022-23 school year. Identified needs should be determined by June 30, 2022. Create and provide services to address those needs. Support district personnel in addressing those needs.
4. Identify needs for PreK-12 STEAM opportunities to be expanded in the district prior to budget development, with the intent to implement those opportunities into the 2022-23 school year. Establish an event to allow the community to explore and identify the various domains of STEAM.
5. Review data on preparedness for college, workplace, and career, and on success post college gathered via survey for TRSD line of STEAM resources and materials available in classrooms with an explanation of utilization by staff by June 30, 2022.

## ADMINISTRATION

1. Evaluate & assess the performance of the SAU in terms of staffing, operation, budget, and organization (as needed).
2. Develop job descriptions for all positions and organizational charts for each department/section etc. by utilizing job descriptions from nearby school districts or determined by the needs of our district. Descriptions must include qualities that could be evaluated at least annually per school year.
3. Identify a comparison group of New Hampshire School districts and use the individual district and aggregate data as metrics to gauge TRSD's student academic achievement and academic growth patterns.
4. Support curriculum work done K-5 to align instruction, assessment, and reporting and to build consistency between elementary buildings.
5. Develop and implement an evaluation system for administrators for annual evaluation prior to contract renewal.

## FINANCIAL

1. Evaluate the current budget and look at how to best allocate funds to address any concerns/gaps identified in above academic goal.
2. Audit for TRSD to be free of significant deficiencies and material weaknesses, and to the Board no later than February 2023
3. Ensure the pay structure is equitable and competitive so that we can attract and retain high performing staff.

## FACILITIES

1. Develop a comprehensive Preventative Maintenance Schedule for district equipment, including but not limited to vehicles, tools, power equipment, heating & air conditioning units, etc.
2. Review every school building to determine if each school is adequately meeting the needs of students and staff, with consideration of current learning practices, including STEAM. School adequacy should also be evaluated based on an appropriate student to teacher ratio per classroom determined by the board, based on research and state regulated recommendations.

# School Board Goals

## BUDGET

1. Receive first draft of CFO's proposed/recommended Operating Budget for FY22-23 with an executive summary for any major budget drivers by October 1, 2022.
2. Receive first draft of CFO's proposed Default Budget for FY22-23 and be provided explanations of justifications for any increases or decreases by line item as is required by statute.

## CULTURE CLIMATE

1. Work with the superintendent to incorporate aspects of the current strategic plan (2018-2023) to address identified issues into district schools.
2. Develop a new five-year strategic plan (2024-2029) by January 1, 2023, with a draft developed by October 1, 2022 (in conjunction with the proposed 2022-23 operating budget).
3. Take action when possible to address needs identified in the development of the draft of the five-year strategic plan (2024-2029).
4. Finalize and approve a five-year strategic plan (2024-2029) for implementation by March 1, 2023.
5. Evaluate the prior implementation of the No Bullying initiative and determine if it should be reinstated. If it is determined to be an insufficient solution, determine a different initiative that will incorporate the social-emotional needs of students to more effectively address student behavior instead of relying on punitive discipline.
6. Ensure timely and clear communication to the community regarding district decisions and situations.
7. Support a consistent initiative for collegial feedback and inter building collaboration throughout the district.

Submitted to School Board on June 2, 2022  
Steven Finnegan, Chair  
Kristin Savage, Vice Chair  
Timberlane Regional School Board

**Superintendent's Goals**  
**September 1, 2022 - June 30, 2023**

**Approved**

**ACADEMICS**

1. Develop and organize instructional programs & services to provide learning opportunities that support meaningful academic growth for all students.
  - a. *Deliverables:*
    - i. Work with administration, professional and paraprofessional staff to provide ongoing recommendations regarding instructional programs & services to the Curriculum and Assessment Committee.
    - ii. Develop special education programs to improve specialized instruction & related services that meet the needs of all identified students across the district.
    - iii. Improve college and career pathways for students by expanding Evening Division, Extended Learning Opportunities, Career and Technical Education and other non-traditional programs.
    - iv. Improve student academic achievement in mathematics and reading, as measured by (a 3% increase in student performance on) a variety of assessment data, including, but not limited to the NH State Assessment System (NHSAS) annual assessments, iReady, and the Scholastic Aptitude Test (SAT).
  
2. Special Education Audit: Complete a district wide audit of special education programs, services, and processes.
  - a. *Deliverables:*
    - i. Summary report to the School Board with recommendations for improvement of programs & services.
  
3. Develop partnerships with post-secondary institutions and local businesses to provide opportunities for students interested in careers in education and other relevant fields of employment in school districts.
  - a. *Deliverables:*
    - i. Post-secondary student internships and field work within TRSD
    - ii. Recruit and hire highly qualified candidates for all District positions
    - iii. Develop and maintain long-term partnerships with post-secondary institutions of learning and local businesses.

## ADMINISTRATION

4. Create organizational charts for each department and school as well as revise and create job descriptions for all school district positions.
  - a. *Deliverables:*
    - i. Digital collection of District organizational charts and job descriptions
5. Work collaboratively with Administration to develop a new evaluation system for all Administrators.
  - a. *Deliverables:*
    - i. Evaluation system implemented 2022-2023
6. Work with Strategic Plan Committee to develop Timberlane Regional School District Strategic Plan for 2023-2028.
  - a. *Deliverables:*
    - i. Strategic Plan completed and adopted by School Board June 2023.
7. Maintain timely and frequent communication with the School Board, families, staff and community.
  - a. *Deliverables:*
    - i. Provide meaningful information to School Board, families, staff and community.
    - ii. Increase communication through a variety of media to reach all members of the Timberlane Education Community.
    - iii. Engage and develop trust among the Timberlane Education Community.
8. Review and revise procedures regarding anti-bullying practices that promote a safe and welcome learning environment for all students.
  - a. *Deliverables:*
    - i. Provide training to Administration regarding Bullying Investigations
    - ii. Adoption and implementation of anti-bullying plan and curriculum
9. Provide ongoing leadership development to District Administration in areas including budget, policy, legal, evaluation and student learning.
  - a. *Deliverables:*
    - i. Report of trainings
    - ii. Schedule of training & meetings attended
      1. Budget Development
      2. Policy Development & Implementation
      3. Legal-Investigations, Student Search, Bullying, Discipline, Title IX

10. Work with Safety Committee & local agencies including Police & Fire Departments from all four towns to provide K-12 ALICE School Safety Training.

*a. Deliverables:*

- i. ALICE School Safety Training will begin June 2022 and completed before June 30, 2023.

FINANCIAL
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11. Evaluate, and revise as necessary the budget development processes to support long range planning in all areas of District operations.

*a. Deliverables:*

- i. Calendar of dates for Proposed Budget & Default Budget
- ii. Develop information resources for Budget Committee & School Board
  1. Demographic and Statistical Information
  2. Cost analysis of proposed programs, services and personnel
  3. Recommendations to Budget Committee & School Board regarding financial impact of instructional and non-instructional programs & services

Approved by the School Board on September 15, 2022.



NH School Administrative Unit 106 | Timberlane Regional School District

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# TRSD POLICY COMMITTEE'S RECOMMENDATIONS TO THE SCHOOL BOARD

December 1, 2022

## Second Read/Adoption

<b>Policy</b>	<b>Changes/Recommendations</b>
<b>DJE:</b> Bidding Requirements	PC recommends to increase the competitive bid amount to \$50,000. School Board suggested increasing the price of purchases to require at least competitive quotes to \$10,000.
<b>KF:</b> Use of School Buildings and Facilities	PC recommends to increase the age to 22 and give the Superintendent the authority to waive or adjust rental fees.

<p><b>Timberlane Regional School District</b></p>	<p><b>Policy Code:     DJE</b></p>
<p><b>Adopted:   01-03-91</b>  <b>Revised:   06-19-08</b>  <b>Revised:   05-08-14</b>  <b>Revised:   10-04-18</b>  <b>Revised:</b></p>	<p><b>Page 1 of 1</b></p>

**BIDDING REQUIREMENTS**

The Superintendent is required to get written competitive bids on purchases of supplies, materials, equipment, and contractual services in the amount of ~~\$10,000~~ \$50,000 or more. Purchases of ~~\$5,000~~ \$10,000 or more will require at least three competitive documented quotes for the open market. All purchases made in the open market shall be consummated after careful evaluation.

When bidding procedures are used, bids shall be advertised appropriately, including on the district website. Suppliers shall be invited to have their names placed on mailing lists to receive invitations to bid. When specifications are prepared, they will be mailed to all merchants and firms who have indicated an interest in bidding.

All bids must be submitted in sealed envelopes, addressed to the Superintendent, and plainly marked with the name of the bid and the time of the bid opening. Bids shall be opened at the time specified and all bidders and other persons shall be invited to be present.

The School Board with input from the Superintendent reserves the right to reject any or all bids and to accept that bid which appears to be in the best interest of the district. The School Board with input from the Superintendent also reserves the right to waive any formalities in, or reject, any or all bids or any part of any bid. Any bid may be withdrawn prior to the scheduled time for the opening of bids. Any bid received after the time and date specified, shall not be considered. The School Board with input from the Superintendent also reserves the right to negotiate with a bidder when all bids exceed the budgeted appropriation.

The bidder to whom the award is made shall be required to enter into a written contract with the district with appropriate bonding. Contractors shall be required to provide a certificate of insurance.

Specialized educational and related services are exempt from this policy when the interests of children so dictate (i.e. textbook purchases, psychological services, etc.).

Existing services that continue to meet the needs of the district shall be subject to an annual review by the board and may not need to go out to bid.

**Legal References:**

*RSA 194-C:4 II (a), Superintendent Services*  
*NH Code of Administrative Rules, Section Ed. 303.01 (b), Substantive Duties of School Boards*

**DJE – BIDDING REQUIREMENTS**

<b>Timberlane Regional School District</b>	<b>Policy Code: KF</b>
<b>Adopted: 10-13-98</b> <b>Revised: 12-15-16</b> <b>Revised:</b>	<b>Page 1 of 1</b>

## USE OF SCHOOL BUILDINGS AND FACILITIES

Any group or individual requesting the use of school facilities, except for school activities, must submit an application to the school principal or his/her designee not less than two weeks prior to the time school facilities are needed. School sponsored activities shall take precedence over any outside use unless approved by the Superintendent.

Approval may be denied due to lack of appropriate space or if a previous activity by the applicant resulted in a violation of any aspect of any School Board policy or guidelines. Approval will be issued on a first come basis.

When schools have been closed because of inclement weather, the facilities will be closed for all use. The schools do not assume the responsibility of contacting groups when such closures occur.

Organizations connected with and promoting recognized school functions may use the buildings without charge.

Other organizations may use school property upon payment of suitable fees and costs, according to the fee schedule recommended by the Superintendent and approved by the Board. "Other organizations" includes the Boy Scouts of America, Big Sisters of America, Boys and Girls Clubs of America, Future Farmers of America, Girl Scouts of America, Little League Baseball, Inc., and any other group intended to serve youth under the age of ~~twenty-one (21)~~ **twenty-two (22)** and listed in Title 36 of the United States Code. The Board **and/or superintendent** reserves the right to waive rental fees for charitable or non-profit organizations.

Whenever a community group is permitted to use a school or other facility, at least one district employee must be on hand, paid for by the organization, when in the opinion of the Superintendent, it is necessary to supervise the individuals and protect school property. The number of paid employees shall depend on the type of service, number to be served and number of volunteers.

No school building or facility shall be used for any purpose which could result in picketing, rioting, disturbing the peace or damaging property or for any purpose prohibited by law. The Superintendent or his/her designee, on the basis of this policy and its accompanying regulations, shall approve all rentals of school facilities **and/or have the authority to waive or adjust rental fees.** ~~The School Board must approve any special requests or exceptions to this policy and/or regulations.~~

*Appendix KF-R*



## Executive Summary

November 29, 2022

### **Transportation Committee's Contract Recommendation**

On September 9, 2022, the Timberlane Regional School District posted two Requests for Proposals seeking bids from local school bus transportation providers. The Requests for Proposals sought bids from transportation companies to provide school bus transportation to the Timberlane Regional School District for either one, two or all of the following services: Regular In-District Transportation, In-District Special Education Transportation and Out-of-District Special Education Transportation.

On September 14, 2022, the Timberlane Regional School District hosted a pre-proposal meeting to answer any questions from any of the prospective bidders. The meeting was attended by the following Timberlane Regional School District Staff: Superintendent, Executive Administrator to the Superintendent, CFO/Business Administrator, Assistant Business Administrator, and the Administrative Assistant to the CFO/Business Administrator. The prospective bidders who attended the pre-proposal meeting included Salter Transportation, First Student, Butler Bus Company and Student Transportation of America (STA).

The proposals were due on October 6, 2022 which followed with the bid opening. Only two companies elected to submit bids and of the two companies only one company, First Student, who is our current Regular In-District Transportation provider submitted a bid for each of the available contracts including Regular In-District Transportation, In-District Special Education Transportation and Out-of-District Special Education Transportation. Durham School Services, who is our current provider of both In-District Special Education Transportation and Out-of-District Special Education Transportation submitted bids for both of those contracts.

The Timberlane Regional School Board voted to form an ad hoc Transportation Committee, which included two members of the Timberlane Regional School Board, Michael Boucher (Atkinson) and Shauna Manthorn (Plaistow); additional members included the Superintendent, CFO/Business Administrator, Assistant Business Administrator, Director of Special Education, and the Director of Student Services. All members of the Transportation Committee reviewed the submitted proposals and rated each on the Contract Matrix consistent with federal requirements.

The Transportation Committee discussed the ability of each of the companies to provide an improved level of service from what we have seen most recently. It was recommended that because First Student has greater resources that if First Student could meet Durham's bid that it would be the preference of the Committee to award First Student all three contracts. After a couple of weeks of negotiations, First Student agreed to match Durham's In-District and Out-of-District Special Education bid for the first year and would increase by 3.5% annually thereafter for a total reduction of First Student's Special Education proposal of \$71,000. The Transportation Committee thereby recommends that the Timberlane Regional School Board awards First Student all three transportation contracts.

Respectfully submitted,

Christopher K. Kellan

Superintendent of Schools

**TRSD Transportation Budget**  
**First Student Regular and Sped Transportation**  
**FY2024 - FY2026 Budget**

Regular Transportation		FY2023 Budget	FY2024 Budget	FY2025 Budget	FY2026 Budget	FY23 vs FY24	Inc. (Dec.) %
100.2721.519.01.33.4.00000	Regular Prog Transportation - Late Bus 3 Days / Week	\$ 35,637	\$ 38,453	\$ 40,568	\$ 42,090	\$ 2,815	8%
100.2721.519.01.33.4.00000	Regular Prog Transportation - Home to School	\$ 2,307,344	\$ 2,489,627	\$ 2,626,547	\$ 2,725,049	\$ 182,282	8%
100.2721.519.01.33.4.00000	TRSD Crossing Guard	\$ 21,476	\$ 37,800	\$ 39,123	\$ 40,492	\$ 16,324	76%
100.2721.519.01.33.4.00000	Edulog EPTS Routing	\$ 5,336	\$ -	\$ -	\$ -	\$ (5,336)	-100%
100.2721.519.01.33.4.00000	Voting Day Shuttle	\$ 300	\$ 300	\$ 300	\$ 300	\$ -	0%
100.2721.519.00.33.4.00000	Homeless Transportation	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ -	0%
<b>Special Education Transportation</b>							
100.2722.519.60.33.4.00000	Spec Ed Transportation	\$ 949,860	\$ 1,394,567	\$ 1,443,377	\$ 1,493,895	\$ 444,708	47%
100.2722.519.62.33.4.00000	Extended School Year Transportation	\$ 115,176	\$ 162,758	\$ 165,840	\$ 172,056	\$ 47,582	41%
<b>Vocational Transportation</b>							
100.2723.519.01.60.3.00000	Vocational Transportation	\$ 10,500	\$ 10,500	\$ 10,868	\$ 11,248	\$ -	0%
100.2723.519.01.60.3.00000	Vocational Transportation - CTE Salem Voc Bus	\$ 64,256	\$ 69,332	\$ 73,145	\$ 75,888	\$ 5,076	8%
<b>Field Trip/Cocurricular Transportation</b>							
100.2725.519.25.02.1.00000	Field Trip/Cocurricular Trans. - Atkinson Academy	\$ 3,700	\$ 5,180	\$ 5,465	\$ 5,670	\$ 1,480	40%
100.2725.519.25.10.1.00000	Field Trip/Cocurricular Trans. - Danville	\$ 1,656	\$ 3,500	\$ 3,692	\$ 3,831	\$ 1,844	111%
100.2725.519.25.08.1.00000	Field Trip/Cocurricular Trans. - Pollard	\$ 4,320	\$ 5,328	\$ 6,381	\$ 6,620	\$ 1,008	23%
100.2725.519.25.11.1.00000	Field Trip/Cocurricular Trans. - Sandown Central	\$ 2,000	\$ 2,120	\$ 1,477	\$ 1,532	\$ 120	6%
100.2725.519.25.12.1.00000	Field Trip/Cocurricular Trans. - Sandown North	\$ 4,300	\$ 5,880	\$ 6,203	\$ 6,436	\$ 1,580	37%
100.2725.519.28.60.3.00000	Field Trip/Cocurricular Trans. - TRHS	\$ 18,200	\$ 25,480	\$ 26,881	\$ 27,889	\$ 7,280	40%
100.2725.519.27.50.2.00000	Field Trip/Cocurricular Trans. - TRMS	\$ 8,500	\$ 12,040	\$ 12,702	\$ 13,178	\$ 3,540	42%
<b>Athletics Transportation</b>							
100.2724.519.04.33.4.00000	Team Transportation-Athletics Elementary	\$ 5,300	\$ 7,643	\$ 8,063	\$ 8,365	\$ 2,343	44%
100.2724.519.04.60.3.00000	Team Transportation-Athletics TRHS	\$ 75,290	\$ 108,569	\$ 114,538	\$ 118,834	\$ 33,279	44%
100.2724.519.04.50.2.00000	Team Transportation-Athletics TRMS	\$ 21,540	\$ 31,060	\$ 32,768	\$ 33,997	\$ 9,520	44%
100.2724.519.40.60.3.00000	Team Transportation-Math	\$ 900	\$ 1,260	\$ 1,329	\$ 1,379	\$ 360	40%
<b>Music Transportation</b>							
100.2729.519.41.33.4.00000	Field Trip/Cocurricular Trans. - Music	\$ 13,000	\$ 18,200	\$ 19,201	\$ 19,921	\$ 5,200	40%
<b>Grand Total</b>		<b>\$ 3,693,592</b>	<b>\$ 4,454,596</b>	<b>\$ 4,663,469</b>	<b>\$ 4,833,672</b>	<b>\$ 761,005</b>	<b>21%</b>
<b>% Increase</b>			<b>20.6%</b>	<b>4.7%</b>	<b>3.6%</b>		
<b>Summary</b>							
Regular Transportation		\$ 2,395,094	\$ 2,591,179	\$ 2,731,539	\$ 2,832,932	\$ 196,086	8%
Special Education Transportation		\$ 1,065,035	\$ 1,557,325	\$ 1,609,217	\$ 1,665,951	\$ 492,289	46%
Vocational Transportation		\$ 74,756	\$ 79,832	\$ 84,012	\$ 87,136	\$ 5,076	7%
Athletics Transportation		\$ 103,030	\$ 148,532	\$ 156,699	\$ 162,576	\$ 45,502	44%
Field Trip/Cocurricular Transportation		\$ 42,676	\$ 59,528	\$ 62,801	\$ 65,157	\$ 16,852	39%
Music Transportation		\$ 13,000	\$ 18,200	\$ 19,201	\$ 19,921	\$ 5,200	40%
<b>Grand Total</b>		<b>\$ 3,693,592</b>	<b>\$ 4,454,596</b>	<b>\$ 4,663,469</b>	<b>\$ 4,833,672</b>	<b>\$ 761,005</b>	<b>21%</b>
<b>% Increase</b>			<b>20.6%</b>	<b>4.7%</b>	<b>3.6%</b>		

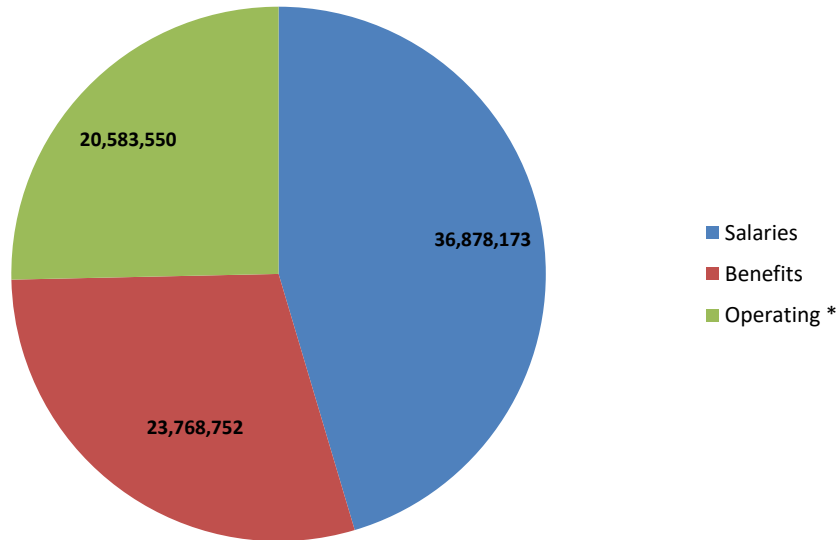
**TRSD Transportation Budget**  
**First Student vs Durham Special Education Transportation**  
**FY2024 - FY2026 Budget**

	<b>FY2023 Budget</b>	<b>FY2024 Budget</b>	<b>FY2025 Budget</b>	<b>FY2026 Budget</b>	<b>3 Year Proposal</b>
Special Education Transportation Durham	\$ 1,065,035	\$ 1,557,325	\$ 1,602,244	\$ 1,651,552	\$ 4,811,121
Special Education Transportation First Student	\$ 1,065,035	\$ 1,557,325	\$ 1,609,217	\$ 1,665,951	\$ 4,832,493
<b>Variance</b>	\$ -	\$ -	\$ 6,973	\$ 14,399	\$ 21,372

## Timberlane Regional School District

### FY2024 Default Budget

	<b>Default FY2024</b>	<b>Voted FY2023</b>	<b>Change</b>	
Salaries	36,878,173 45.4%	36,549,850 48.0%	328,323	0.9%
Benefits	23,768,752 29.3%	21,162,816 27.8%	2,605,936	12.3%
Operating *	20,583,550 25.3%	18,354,663 24.1%	2,228,888	12.1%
<b>Total Budget</b>	<b>81,230,476</b>	<b>76,067,329</b>	<b>5,163,147</b>	<b>6.8%</b>



\* Excludes FY2023 voted capital reserve contribution

### FY2023 Voted Budget Recap

Warrant Article #2 Operating Budget Account(s): Misc	\$75,753,607
Warrant Article #3 CBA - TAAM W/A #4 Account(s): Miscellaneous	\$135,552
Warrant Article #5 CBA - TCU W/A #5 Account(s): Miscellaneous	\$137,283
Warrant Article #7 CBA - TFSU W/A #7 Account(s): Miscellaneous	\$40,887
<b>Subtotal Excluding Capital Reserve:</b>	<b>\$76,067,329</b>
Warrant Article #9 Capital Reserve Contribution Account(s): 5250.930.01.33	\$250,000
<b>Total Voted Budget:</b>	<b>\$76,317,329</b>

**Timberlane Regional School District  
 FY2024 Default Budget  
 As of 11.29.2022**

Salaries	36,549,850	
Benefits	21,162,816	
Operating	18,354,663	
<b>FY2023 Voted Budget</b>	<b>76,067,329</b>	<b>*</b>
Salaries Increase	328,323	1
Union Education Benefit TCU & TCWU	30,000	2
FICA	154,736	3
Classified-Retirement	58,392	4
Certified-Retirement	65,581	5
Insurance	2,311,787	6
Transportation	761,005	7
Food Service	178,128	8
Special Education	984,500	9
Utilities Increase	451,696	10
One Time Budget Item	(75,000)	11
One Time Budget Item	(21,000)	12
One Time Budget Item	(65,000)	13
<b>Total Adjustments</b>	<b>5,163,147</b>	
<b>FY2024 Default Budget</b>	<b>81,230,476</b>	
<b>Increase %</b>	<b>6.8%</b>	

**Notes:**

- 1 Salary Increase:
  - Custodial Union (TCU) increase per CBA 99,146
  - Cafeteria Workers Union (TCWU) increase per CBA 26,464
  - Increase in subs rate approved in FY2023 80,000
  - Non-Union Increase 122,713
- 2 TCU & TCWU Article 8.1 Education Benefit
- 3 FICA adjustment to reflect YTD salaries
- 4 Classified-Retirement adjustment to reflect YTD salaries
- 5 Certified-Retirement adjustment to reflect YTD salaries
- 6 Insurance Increase:
  - Health & Dental increase reflects a 10.8% GMR 2,268,214
  - Property & Liability per Primex GMR 14,560
  - Workers Comp. per Primex GMR 24,013
  - Unemployment per Primex GMR 5,000
- 7 New Rate for transportation per FY2023 bid
- 8 Food Service increase based on new contract and rates
- 9 Special Education Increase:
  - Tuition 751,000
  - Contracted Services 150,000
  - Supplies 68,500
  - ESOL Required Services 15,000
- 10 Utilities Increase:
  - Electricity 296,100
  - Natural Gas 59,100
  - Vehicle Fuel 10,000
  - Heating Oil 86,496
- 11 Replacement of facilities vehicle
- 12 Replacement of music instruments
- 13 Replacement of district wide equipment

\* Excludes FY2023 voted capital reserve contribution

**Timberlane Regional School District  
 FY2024 Preliminary Proposed Budget  
 As of 11.29.2022**

Salaries	36,549,850	
Benefits	21,162,816	
Operating	<u>18,354,663</u>	
<b>FY2023 Voted Budget</b>	<b>76,067,329</b>	*
Salaries	486,733	1
FICA	274,383	2
Classified-Retirement	206,029	3
Certified-Retirement	122,469	4
Professional Development	40,000	5
Insurance	2,311,787	6
Transportation	761,005	7
Food Service	178,128	8
Special Education	984,500	9
Maintenance & Repair	219,760	10
Utilities	451,696	11
Professional Services	139,539	12
Capital Improvement	1,000,000	13
Equipment	<u>73,570</u>	14
<b>Total Adjustments</b>	<b>7,249,596</b>	
<b>FY2024 Proposed Budget</b>	<b>83,316,925</b>	
<b>Increase %</b>	<b>9.5%</b>	

**Notes:**

- 1 Salary increase:
  - Custodial Union increase per CBA 99,146
  - Cafeteria Workers Union increase per CBA 26,464
  - Increase in subs rate approved in FY2023 80,000
  - Non-Union increase 122,713
  - New requested maintenance positions 140,000
  - Track movement & critical shortage increases 18,410
- 2 FICA adjustment to reflect FY24 salaries
- 3 Classified-Retirement adjustment to reflect FY24 salaries
- 4 Certified-Retirement adjustment to reflect FY24 salaries
- 5 Professional Development Increase:
  - TCU & TCWU Article 8.1 Education Benefit 30,000
  - District wide Professional Development 10,000
- 6 Insurance increase:
  - Health & Dental increase reflects a 10.8% GMR 2,268,214
  - Property & Liability per Primex GMR 14,560
  - Workers Comp. per Primex GMR 24,013
  - Unemployment per Primex GMR 5,000
- 7 New Rate for transportation per FY2023 bid
- 8 Food Service increase based on new contract and rates
- 9 Special Education Increase:
  - Tuition 751,000
  - Contracted Services 150,000
  - Supplies 68,500
  - ESOL Required Services 15,000
- 10 Increase in DW maintenance & repair
- 11 Utilities Increase:
  - Electricity 296,100
  - Natural Gas 59,100
  - Vehicle Fuel 10,000
  - Heating Oil 86,496
- 12 Increase in DW professional services
- 13 Increase in capital improvement by BudCom 11.29.22
- 14 Increase in replacement & new equipment

\* Excludes FY2023 voted capital reserve contribution

## Timberlane Regional School District

### Budget - TRSD

Fiscal Year: 2022-2023

Print accounts with zero balance   
  Round to whole dollars   
  Account on new page  
 Exclude inactive accounts with zero balance  
 Definition: Default View

From Date: 7/1/2023

To Date: 6/30/2024

Account	Description	FY2024 Default	FY2023 Voted	23 Default - 22 Voted
100.1100.112.00.00.00000	Salaries-Teachers	\$16,122,769.04	\$16,122,769.04	\$0.00
100.1100.114.00.00.00000	Educational Assistants Salarie	\$1,413,966.16	\$1,413,966.16	\$0.00
100.1100.115.00.00.00000	Office Salaries	\$31,831.50	\$31,831.50	\$0.00
100.1100.117.00.00.00000	Home Instruction / ESOL	\$10,000.00	\$10,000.00	\$0.00
100.1100.122.00.00.00000	Substitute Salaries- Teachers	\$400,000.00	\$320,000.00	\$80,000.00
100.1100.123.00.00.00000	Long Term Substitutes	\$190,000.00	\$190,000.00	\$0.00
100.1100.320.00.00.00000	Professional Edu Services	\$4,000.00	\$4,000.00	\$0.00
100.1100.330.00.00.00000	Other Professional Services	\$22,450.00	\$22,450.00	\$0.00
100.1100.430.00.00.00000	Repair and Maintenance	\$54,483.00	\$54,483.00	\$0.00
100.1100.550.00.00.00000	Printing	\$2,500.00	\$2,500.00	\$0.00
100.1100.580.00.00.00000	Travel/Workshops	\$7,501.00	\$7,501.00	\$0.00
100.1100.610.00.00.00000	Supplies	\$567,680.75	\$567,680.75	\$0.00
100.1100.640.00.00.00000	Books & Info Resources	\$73,627.00	\$73,627.00	\$0.00
100.1100.643.00.00.00000	Information Access Fees	\$257,216.00	\$257,216.00	\$0.00
100.1100.650.00.00.00000	Software	\$117,012.00	\$117,012.00	\$0.00
100.1100.733.00.00.00000	New Equipment	\$56,784.00	\$77,784.00	(\$21,000.00)
100.1100.734.00.00.00000	New Computer/Netwk Equip	\$15,000.00	\$15,000.00	\$0.00
100.1100.737.00.00.00000	Replacement Equipment	\$71,315.21	\$71,315.21	\$0.00
100.1100.738.00.00.00000	Replacement Computer/Netw	\$274,025.00	\$274,025.00	\$0.00
100.1100.810.00.00.00000	Dues and Fees	\$8,521.00	\$8,521.00	\$0.00
<b>FUNC: REGULAR EDUCATION - 1100</b>		<b>\$19,700,681.66</b>	<b>\$19,641,681.66</b>	<b>\$59,000.00</b>
100.1200.111.00.00.00000	Administrative Salaries	\$290,000.00	\$290,000.00	\$0.00
100.1200.112.00.00.00000	Teacher/Specialist Salaries	\$3,805,810.00	\$3,805,810.00	\$0.00

## Timberlane Regional School District

### Budget - TRSD

Fiscal Year: 2022-2023

Print accounts with zero balance   
  Round to whole dollars   
  Account on new page  
 Exclude inactive accounts with zero balance  
 Definition: Default View

From Date: 7/1/2023

To Date: 6/30/2024

Account	Description	FY2024 Default	FY2023 Voted	23 Default - 22 Voted
100.1200.114.00.00.00000	Educational Assistants Salarie	\$2,922,787.06	\$2,922,787.06	\$0.00
100.1200.115.00.00.00000	Office Salaries	\$81,464.85	\$81,464.85	\$0.00
100.1200.117.00.00.00000	Home Instruction / ESOL	\$20,000.00	\$20,000.00	\$0.00
100.1200.124.00.00.00000	Substitute Salaries- Assistants	\$55,000.00	\$55,000.00	\$0.00
100.1200.320.00.00.00000	Professional Edu Services	\$7,500.00	\$7,500.00	\$0.00
100.1200.330.00.00.00000	Other Professional Services	\$820,000.00	\$670,000.00	\$150,000.00
100.1200.430.00.00.00000	Repair and Maintenance	\$50,000.00	\$2,000.00	\$48,000.00
100.1200.561.00.00.00000	Tuition-Other LEA's in State	\$30,000.00	\$30,000.00	\$0.00
100.1200.564.00.00.00000	Tuition-Private	\$4,228,000.00	\$3,477,000.00	\$751,000.00
100.1200.580.00.00.00000	Travel/Workshops	\$6,620.00	\$6,620.00	\$0.00
100.1200.610.00.00.00000	Supplies	\$67,361.00	\$49,361.00	\$18,000.00
100.1200.640.00.00.00000	Books & Info Resources	\$14,478.00	\$14,478.00	\$0.00
100.1200.643.00.00.00000	Information Access Fees	\$50,000.00	\$50,000.00	\$0.00
100.1200.650.00.00.00000	Software	\$4,500.00	\$2,000.00	\$2,500.00
100.1200.733.00.00.00000	New Equipment	\$3,482.00	\$3,482.00	\$0.00
100.1200.737.00.00.00000	Replacement Equipment	\$1,200.00	\$1,200.00	\$0.00
100.1200.738.00.00.00000	Replacement Computer/Netw	\$30,000.00	\$30,000.00	\$0.00
<b>FUNC: SPECIAL EDUCATION - 1200</b>		<b>\$12,488,202.91</b>	<b>\$11,518,702.91</b>	<b>\$969,500.00</b>
100.1260.117.00.00.00000	Home Instruction / ESOL	\$53,013.00	\$53,013.00	\$0.00
100.1260.330.00.00.00000	Other Professional Services	\$15,000.00	\$0.00	\$15,000.00
<b>FUNC: BILINGUAL EDUCATION - 1260</b>		<b>\$68,013.00</b>	<b>\$53,013.00</b>	<b>\$15,000.00</b>
100.1300.561.00.00.00000	Tuition-Other LEA's in State	\$145,000.00	\$145,000.00	\$0.00
<b>FUNC: VOCATIONAL EDUCATION - 1300</b>		<b>\$145,000.00</b>	<b>\$145,000.00</b>	<b>\$0.00</b>

## Timberlane Regional School District

### Budget - TRSD

Fiscal Year: 2022-2023

Print accounts with zero balance   
  Round to whole dollars   
  Account on new page  
 Exclude inactive accounts with zero balance  
 Definition: Default View

From Date: 7/1/2023

To Date: 6/30/2024

Account	Description	FY2024 Default	FY2023 Voted	23 Default - 22 Voted
100.1410.112.00.00.00000	Teacher/Specialist Salaries	\$128,900.00	\$128,900.00	\$0.00
100.1410.610.00.00.00000	Supplies	\$37,300.00	\$37,300.00	\$0.00
100.1410.810.00.00.00000	Dues and Fees	\$15,756.00	\$15,756.00	\$0.00
100.1410.890.00.00.00000	Miscellaneous Expense	\$45,001.00	\$45,001.00	\$0.00
FUNC: STUDENT ACTIVITIES - 1410		\$226,957.00	\$226,957.00	\$0.00
100.1420.111.00.00.00000	Administrative Salaries	\$114,000.00	\$114,000.00	\$0.00
100.1420.112.00.00.00000	Teacher/Specialist Salaries	\$257,325.00	\$257,325.00	\$0.00
100.1420.115.00.00.00000	Office Salaries	\$41,980.40	\$41,980.40	\$0.00
100.1420.330.00.00.00000	Other Professional Services	\$4,800.00	\$4,800.00	\$0.00
100.1420.390.00.00.00000	Game Expenses	\$80,505.00	\$80,505.00	\$0.00
100.1420.430.00.00.00000	Repair and Maintenance	\$8,200.00	\$8,200.00	\$0.00
100.1420.520.00.00.00000	Insurance	\$11,500.00	\$11,500.00	\$0.00
100.1420.580.00.00.00000	Travel/Workshops	\$900.00	\$900.00	\$0.00
100.1420.610.00.00.00000	Supplies	\$73,762.00	\$73,762.00	\$0.00
100.1420.643.00.00.00000	Information Access Fees	\$7,292.00	\$7,292.00	\$0.00
100.1420.733.00.00.00000	New Equipment	\$6,500.00	\$6,500.00	\$0.00
100.1420.737.00.00.00000	Replacement Equipment	\$900.00	\$900.00	\$0.00
100.1420.810.00.00.00000	Dues and Fees	\$10,190.00	\$10,190.00	\$0.00
100.1420.880.00.00.00000	Miscellaneous Expense	\$11,500.00	\$11,500.00	\$0.00
100.1420.890.00.00.00000	Miscellaneous Expense	\$43,900.00	\$43,900.00	\$0.00
FUNC: ATHLETICS - 1420		\$673,254.40	\$673,254.40	\$0.00
100.1430.112.00.00.00000	Teacher/Specialist Salaries	\$30,000.00	\$30,000.00	\$0.00

## Timberlane Regional School District

### Budget - TRSD

Fiscal Year: 2022-2023

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 Definition: Default View

From Date: 7/1/2023

To Date: 6/30/2024

Account	Description	FY2024 Default	FY2023 Voted	23 Default - 22 Voted
100.1430.320.00.00.00000	Professional Edu Services	\$4,000.00	\$4,000.00	\$0.00
100.1430.610.00.00.00000	Supplies	\$300.00	\$300.00	\$0.00
FUNC: SUMMER SCHOOL - 1430		\$34,300.00	\$34,300.00	\$0.00
100.1600.112.00.00.00000	Teacher/Specialist Salaries	\$100,000.00	\$100,000.00	\$0.00
100.1600.115.00.00.00000	Office Salaries	\$13,898.70	\$13,898.70	\$0.00
100.1600.320.00.00.00000	Professional Edu Services	\$2,000.00	\$2,000.00	\$0.00
100.1600.610.00.00.00000	Supplies	\$11,000.00	\$11,000.00	\$0.00
100.1600.640.00.00.00000	Books & Info Resources	\$2,700.00	\$2,700.00	\$0.00
100.1600.643.00.00.00000	Information Access Fees	\$15,000.00	\$15,000.00	\$0.00
FUNC: ALTERNATIVE/CONTINUING EDUC. - 1600		\$144,598.70	\$144,598.70	\$0.00
100.2122.111.00.00.00000	Administrative Salaries	\$109,000.00	\$109,000.00	\$0.00
100.2122.112.00.00.00000	Teacher/Specialist Salaries	\$1,178,994.44	\$1,178,994.44	\$0.00
100.2122.115.00.00.00000	Office Salaries	\$140,082.10	\$140,082.10	\$0.00
100.2122.320.00.00.00000	Professional Edu Services	\$8,655.80	\$8,655.80	\$0.00
100.2122.550.00.00.00000	Printing	\$1,270.00	\$1,270.00	\$0.00
100.2122.580.00.00.00000	Travel/Workshops	\$200.00	\$200.00	\$0.00
100.2122.610.00.00.00000	Supplies	\$7,671.00	\$7,671.00	\$0.00
100.2122.640.00.00.00000	Books & Info Resources	\$1,686.00	\$1,686.00	\$0.00
100.2122.733.00.00.00000	New Equipment	\$470.00	\$470.00	\$0.00
FUNC: GUIDANCE - 2122		\$1,448,029.34	\$1,448,029.34	\$0.00
100.2134.113.00.00.00000	Nurses Salaries	\$629,031.53	\$629,031.53	\$0.00

## Timberlane Regional School District

### Budget - TRSD

Fiscal Year: 2022-2023

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From Date: 7/1/2023

To Date: 6/30/2024

Account	Description	FY2024 Default	FY2023 Voted	23 Default - 22 Voted
100.2134.115.00.00.00000	Office Salaries	\$55,447.15	\$55,447.15	\$0.00
100.2134.330.00.00.00000	Other Professional Services	\$18,700.00	\$18,700.00	\$0.00
100.2134.340.00.00.00000	Technical Services	\$5,000.00	\$5,000.00	\$0.00
100.2134.430.00.00.00000	Repair and Maintenance	\$1,300.00	\$1,300.00	\$0.00
100.2134.580.00.00.00000	Travel/Workshops	\$200.00	\$200.00	\$0.00
100.2134.610.00.00.00000	Supplies	\$22,000.00	\$22,000.00	\$0.00
100.2134.640.00.00.00000	Books & Info Resources	\$400.00	\$400.00	\$0.00
100.2134.733.00.00.00000	New Equipment	\$1,000.00	\$1,000.00	\$0.00
100.2134.737.00.00.00000	Replacement Equipment	\$1,000.00	\$1,000.00	\$0.00
FUNC: HEALTH SERVICES - 2134		\$734,078.68	\$734,078.68	\$0.00
100.2143.112.00.00.00000	Teacher/Specialist Salaries	\$339,533.21	\$339,533.21	\$0.00
100.2143.330.00.00.00000	Other Professional Services	\$82,000.00	\$82,000.00	\$0.00
100.2143.580.00.00.00000	Travel/Workshops	\$200.00	\$200.00	\$0.00
100.2143.610.00.00.00000	Supplies	\$12,000.00	\$12,000.00	\$0.00
100.2143.640.00.00.00000	Books & Info Resources	\$525.00	\$525.00	\$0.00
100.2143.733.00.00.00000	New Equipment	\$1,160.00	\$1,160.00	\$0.00
FUNC: PSYCHOLOGICAL SERVICES - 2143		\$435,418.21	\$435,418.21	\$0.00
100.2152.112.00.00.00000	Teacher/Specialist Salaries	\$675,413.98	\$675,413.98	\$0.00
100.2152.114.00.00.00000	Educational Assistants Salarie	\$197,535.02	\$197,535.02	\$0.00
100.2152.330.00.00.00000	Other Professional Services	\$232,900.00	\$232,900.00	\$0.00
100.2152.580.00.00.00000	Travel/Workshops	\$200.00	\$200.00	\$0.00
100.2152.610.00.00.00000	Supplies	\$11,070.00	\$11,070.00	\$0.00

## Timberlane Regional School District

### Budget - TRSD

Fiscal Year: 2022-2023

Print accounts with zero balance   
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  Account on new page  
 Exclude inactive accounts with zero balance  
 Definition: Default View

From Date: 7/1/2023

To Date: 6/30/2024

Account	Description	FY2024 Default	FY2023 Voted	23 Default - 22 Voted
100.2152.640.00.0.00000	Books & Info Resources	\$1,983.00	\$1,983.00	\$0.00
100.2152.643.00.0.00000	Information Access Fees	\$44,000.00	\$44,000.00	\$0.00
100.2152.733.00.0.00000	New Equipment	\$9,598.00	\$9,598.00	\$0.00
FUNC: SPEECH - 2152		\$1,172,700.00	\$1,172,700.00	\$0.00
100.2190.112.00.0.00000	Teacher/Specialist Salaries	\$50,000.00	\$50,000.00	\$0.00
FUNC: OTHER PUPIL SERVICES - 2190		\$50,000.00	\$50,000.00	\$0.00
100.2210.320.00.0.00000	Professional Edu Services	\$20,000.00	\$20,000.00	\$0.00
100.2210.330.00.0.00000	Other Professional Services	\$500.00	\$500.00	\$0.00
FUNC: IMPROVEMENT OF INSTRUCTION - 2210		\$20,500.00	\$20,500.00	\$0.00
100.2213.111.00.0.00000	Administrative Salaries	\$128,000.00	\$128,000.00	\$0.00
100.2213.112.00.0.00000	Teacher/Specialist Salaries	\$5,000.00	\$5,000.00	\$0.00
100.2213.240.00.0.00000	Tuition Reimbursement	\$208,500.00	\$208,500.00	\$0.00
100.2213.320.00.0.00000	Professional Edu Services	\$120,203.00	\$120,203.00	\$0.00
100.2213.321.00.0.00000	Prof Services for Instruction	\$8,500.00	\$8,500.00	\$0.00
100.2213.580.00.0.00000	Travel/Workshops	\$4,000.00	\$4,000.00	\$0.00
100.2213.610.00.0.00000	Supplies	\$3,000.00	\$3,000.00	\$0.00
100.2213.640.00.0.00000	Books & Info Resources	\$3,000.00	\$3,000.00	\$0.00
FUNC: PROFESSIONAL IMPROVEMENT - 2213		\$480,203.00	\$480,203.00	\$0.00
100.2219.610.00.0.00000	Supplies	\$201.00	\$201.00	\$0.00
FUNC: OTH IMPROVEMENT OF INSTRUCTION - 2219		\$201.00	\$201.00	\$0.00

## Timberlane Regional School District

### Budget - TRSD

Fiscal Year: 2022-2023

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From Date: 7/1/2023

To Date: 6/30/2024

Account	Description	FY2024 Default	FY2023 Voted	23 Default - 22 Voted
100.2222.112.00.00.00000	Teacher/Specialist Salaries	\$419,087.00	\$419,087.00	\$0.00
100.2222.114.00.00.00000	Educational Assistants Salarie	\$176,702.08	\$176,702.08	\$0.00
100.2222.610.00.00.00000	Supplies	\$8,485.00	\$8,485.00	\$0.00
100.2222.640.00.00.00000	Books & Info Resources	\$60,825.00	\$60,825.00	\$0.00
100.2222.641.00.00.00000	Library Periodicals	\$7,282.40	\$7,282.40	\$0.00
100.2222.643.00.00.00000	Information Access Fees	\$57,627.55	\$57,627.55	\$0.00
100.2222.733.00.00.00000	New Equipment	\$3,023.00	\$3,023.00	\$0.00
100.2222.737.00.00.00000	Replacement Equipment	\$4,001.00	\$4,001.00	\$0.00
FUNC: SCHOOL LIBRARY SERVICES - 2222		\$737,033.03	\$737,033.03	\$0.00
100.2223.112.00.00.00000	Teacher/Specialist Salaries	\$3,300.00	\$3,300.00	\$0.00
100.2223.430.00.00.00000	Repair and Maintenance	\$1,321.00	\$1,321.00	\$0.00
100.2223.610.00.00.00000	Supplies	\$2,650.00	\$2,650.00	\$0.00
100.2223.640.00.00.00000	Books & Info Resources	\$7,120.00	\$7,120.00	\$0.00
FUNC: AUDIO VISUAL - 2223		\$14,391.00	\$14,391.00	\$0.00
100.2311.111.00.00.00000	Administrative Salaries	\$14,000.00	\$14,000.00	\$0.00
FUNC: SCHOOL BOARD STIPEND - 2311		\$14,000.00	\$14,000.00	\$0.00
100.2312.115.00.00.00000	Office Salaries	\$6,900.00	\$6,900.00	\$0.00
100.2312.610.00.00.00000	Supplies	\$320.00	\$320.00	\$0.00
FUNC: SCHOOL BOARD CLERK - 2312		\$7,220.00	\$7,220.00	\$0.00
100.2313.111.00.00.00000	Administrative Salaries	\$8,200.00	\$8,200.00	\$0.00

## Timberlane Regional School District

### Budget - TRSD

Fiscal Year: 2022-2023

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To Date: 6/30/2024

Account	Description	FY2024 Default	FY2023 Voted	23 Default - 22 Voted
100.2313.610.00.00.00000	Supplies	\$1,000.00	\$1,000.00	\$0.00
FUNC: TREASURER - 2313		\$9,200.00	\$9,200.00	\$0.00
100.2314.340.00.00.00000	Technical Services	\$4,000.00	\$4,000.00	\$0.00
100.2314.550.00.00.00000	Printing	\$6,800.00	\$6,800.00	\$0.00
100.2314.610.00.00.00000	Supplies	\$5,000.00	\$5,000.00	\$0.00
FUNC: DISTRICT MEETING - 2314		\$15,800.00	\$15,800.00	\$0.00
100.2317.330.00.00.00000	Other Professional Services	\$45,000.00	\$45,000.00	\$0.00
FUNC: AUDIT - 2317		\$45,000.00	\$45,000.00	\$0.00
100.2318.330.00.00.00000	Other Professional Services	\$175,000.00	\$175,000.00	\$0.00
FUNC: LEGAL FEES - 2318		\$175,000.00	\$175,000.00	\$0.00
100.2319.115.00.00.00000	Office Salaries	\$11,160.00	\$11,160.00	\$0.00
100.2319.340.00.00.00000	Technical Services	\$2,000.00	\$2,000.00	\$0.00
100.2319.540.00.00.00000	Advertising	\$4,000.00	\$4,000.00	\$0.00
100.2319.580.00.00.00000	Travel/Workshops	\$4,000.00	\$4,000.00	\$0.00
100.2319.810.00.00.00000	Dues and Fees	\$18,000.00	\$18,000.00	\$0.00
100.2319.890.00.00.00000	Miscellaneous Expense	\$25,000.00	\$25,000.00	\$0.00
FUNC: OTHER SCHOOL BOARD SERVICES - 2319		\$64,160.00	\$64,160.00	\$0.00
100.2321.111.00.00.00000	Administrative Salaries	\$427,944.00	\$305,231.00	\$122,713.00
100.2321.115.00.00.00000	Office Salaries	\$107,500.00	\$107,500.00	\$0.00

## Timberlane Regional School District

### Budget - TRSD

Fiscal Year: 2022-2023

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From Date: 7/1/2023

To Date: 6/30/2024

Account	Description	FY2024 Default	FY2023 Voted	23 Default - 22 Voted
100.2321.240.00.00.00000	Tuition Reimbursement	\$40,000.00	\$10,000.00	\$30,000.00
100.2321.534.00.00.00000	Postage	\$4,000.00	\$4,000.00	\$0.00
100.2321.580.00.00.00000	Travel/Workshops	\$18,000.00	\$18,000.00	\$0.00
100.2321.610.00.00.00000	Supplies	\$18,500.00	\$18,500.00	\$0.00
100.2321.621.00.00.00000	Natural Gas	\$3,200.00	\$3,200.00	\$0.00
100.2321.622.00.00.00000	Electricity	\$10,000.00	\$10,000.00	\$0.00
100.2321.640.00.00.00000	Books & Info Resources	\$200.00	\$200.00	\$0.00
100.2321.733.00.00.00000	New Equipment	\$9,500.00	\$9,500.00	\$0.00
100.2321.810.00.00.00000	Dues and Fees	\$12,000.00	\$12,000.00	\$0.00
<b>FUNC: Office of the Superintendent Services - 2321</b>		<b>\$650,844.00</b>	<b>\$498,131.00</b>	<b>\$152,713.00</b>
100.2330.111.00.00.00000	Administrative Salaries	\$218,000.00	\$218,000.00	\$0.00
100.2330.112.00.00.00000	Teacher/Specialist Salaries	\$24,910.00	\$24,910.00	\$0.00
100.2330.115.00.00.00000	Office Salaries	\$102,548.90	\$102,548.90	\$0.00
100.2330.531.00.00.00000	Telephone	\$240.00	\$240.00	\$0.00
100.2330.534.00.00.00000	Postage	\$300.00	\$300.00	\$0.00
100.2330.580.00.00.00000	Travel/Workshops	\$8,200.00	\$8,200.00	\$0.00
100.2330.610.00.00.00000	Supplies	\$300.00	\$300.00	\$0.00
<b>FUNC: SPECIAL AREA ADMINISTRATIVE SERVICES - 2330</b>		<b>\$354,498.90</b>	<b>\$354,498.90</b>	<b>\$0.00</b>
100.2340.115.00.00.00000	Office Salaries	\$52,960.60	\$52,960.60	\$0.00
100.2340.580.00.00.00000	Travel/Workshops	\$5,000.00	\$5,000.00	\$0.00
100.2340.610.00.00.00000	Supplies	\$6,000.00	\$6,000.00	\$0.00
100.2340.640.00.00.00000	Books & Info Resources	\$104,875.00	\$104,875.00	\$0.00
<b>FUNC: DIRECTORS OF CURRICULUM - 2340</b>		<b>\$168,835.60</b>	<b>\$168,835.60</b>	<b>\$0.00</b>

## Timberlane Regional School District

### Budget - TRSD

Fiscal Year: 2022-2023

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To Date: 6/30/2024

Account	Description	FY2024 Default	FY2023 Voted	23 Default - 22 Voted
100.2410.111.00.00.00000	Administrative Salaries	\$1,936,811.00	\$1,936,811.00	\$0.00
100.2410.115.00.00.00000	Office Salaries	\$725,768.43	\$725,768.43	\$0.00
100.2410.531.00.00.00000	Telephone	\$150,000.00	\$150,000.00	\$0.00
100.2410.610.00.00.00000	Supplies	\$90,630.00	\$90,630.00	\$0.00
100.2410.640.00.00.00000	Books & Info Resources	\$4,400.00	\$4,400.00	\$0.00
100.2410.733.00.00.00000	New Equipment	\$7,735.00	\$7,735.00	\$0.00
100.2410.737.00.00.00000	Replacement Equipment	\$4,871.00	\$4,871.00	\$0.00
100.2410.810.00.00.00000	Dues and Fees	\$24,260.00	\$24,260.00	\$0.00
FUNC: OFFICE OF THE PRINCIPAL - 2410		\$2,944,475.43	\$2,944,475.43	\$0.00
100.2490.111.00.00.00000	Administrative Salaries	\$104,000.00	\$104,000.00	\$0.00
100.2490.112.00.00.00000	Teacher/Specialist Salaries	\$2,150.00	\$2,150.00	\$0.00
100.2490.610.00.00.00000	Supplies	\$31,400.00	\$31,400.00	\$0.00
FUNC: OTHER SERVICES.SCHOOL ADMINISTRATION - 2490		\$137,550.00	\$137,550.00	\$0.00
100.2510.310.00.00.00000	Official/Admin Services	\$40,000.00	\$40,000.00	\$0.00
FUNC: CONTRACTED SERVICES-MEDICAID - 2510		\$40,000.00	\$40,000.00	\$0.00
100.2511.111.00.00.00000	Administrative Salaries	\$357,320.00	\$357,320.00	\$0.00
100.2511.115.00.00.00000	Office Salaries	\$50,000.00	\$50,000.00	\$0.00
FUNC: Supervising Fiscal Services - 2511		\$407,320.00	\$407,320.00	\$0.00
100.2610.111.00.00.00000	Administrative Salaries	\$105,000.00	\$105,000.00	\$0.00
FUNC: SUPERVISION AND OPERATION OF PLANT - 2610		\$105,000.00	\$105,000.00	\$0.00

## Timberlane Regional School District

### Budget - TRSD

Fiscal Year: 2022-2023

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From Date: 7/1/2023

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Account	Description	FY2024 Default	FY2023 Voted	23 Default - 22 Voted
100.2620.116.00.00.00000	Custodial Salaries	\$1,949,599.48	\$1,850,453.48	\$99,146.00
100.2620.126.00.00.00000	Substitute Salaries-Custodian	\$10,000.00	\$10,000.00	\$0.00
100.2620.290.00.00.00000	Other Employee Benefits	\$32,000.00	\$32,000.00	\$0.00
100.2620.330.00.00.00000	Other Professional Services	\$69,672.00	\$69,672.00	\$0.00
100.2620.410.00.00.00000	Water/Sewer/Septic	\$124,379.80	\$124,379.80	\$0.00
100.2620.420.00.00.00000	Cleaning Services	\$89,500.00	\$89,500.00	\$0.00
100.2620.430.00.00.00000	Repair and Maintenance	\$147,807.00	\$147,807.00	\$0.00
100.2620.432.00.00.00000	Plumbing & Electric Repair	\$50,000.00	\$50,000.00	\$0.00
100.2620.520.00.00.00000	Insurance	\$222,558.00	\$207,998.00	\$14,560.00
100.2620.580.00.00.00000	Travel/Workshops	\$11,000.00	\$11,000.00	\$0.00
100.2620.610.00.00.00000	Supplies	\$259,150.00	\$259,150.00	\$0.00
100.2620.621.00.00.00000	Natural Gas	\$176,800.00	\$117,700.00	\$59,100.00
100.2620.622.00.00.00000	Electricity	\$790,000.00	\$493,900.00	\$296,100.00
100.2620.623.00.00.00000	Bottled Gas	\$33,000.00	\$33,000.00	\$0.00
100.2620.624.00.00.00000	Fuel Oil	\$246,999.50	\$160,504.50	\$86,495.00
100.2620.643.00.00.00000	Information Access Fees	\$20,500.00	\$20,500.00	\$0.00
100.2620.733.00.00.00000	New Equipment	\$2,501.00	\$2,501.00	\$0.00
100.2620.737.00.00.00000	Replacement Equipment	\$59,900.00	\$59,900.00	\$0.00
<b>FUNC: OPERATING BUILDINGS SERVICES - 2620</b>		<b>\$4,295,366.78</b>	<b>\$3,739,965.78</b>	<b>\$555,401.00</b>
100.2630.420.00.00.00000	Cleaning Services	\$46,000.00	\$46,000.00	\$0.00
100.2630.422.00.00.00000	Snow Removal	\$10,000.00	\$10,000.00	\$0.00
100.2630.430.00.00.00000	Repair and Maintenance	\$11,320.00	\$11,320.00	\$0.00
100.2630.610.00.00.00000	Supplies	\$100,000.00	\$100,000.00	\$0.00

## Timberlane Regional School District

### Budget - TRSD

Fiscal Year: 2022-2023

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Account	Description	FY2024 Default	FY2023 Voted	23 Default - 22 Voted
100.2630.733.00.00.00000	New Equipment	\$34,620.00	\$34,620.00	\$0.00
100.2630.737.00.00.00000	Replacement Equipment	\$7,000.00	\$7,000.00	\$0.00
FUNC: CARE AND OPERATION OF GROUNDS - 2630		\$208,940.00	\$208,940.00	\$0.00
100.2640.430.00.00.00000	Repair and Maintenance	\$114,991.21	\$114,991.21	\$0.00
FUNC: CARE AND UPKEEP OF EQUIPMENT - 2640		\$114,991.21	\$114,991.21	\$0.00
100.2650.430.00.00.00000	Repair and Maintenance	\$10,629.00	\$10,629.00	\$0.00
100.2650.626.00.00.00000	Gasoline	\$25,000.00	\$15,000.00	\$10,000.00
100.2650.737.00.00.00000	Replacement Equipment	\$0.00	\$75,000.00	(\$75,000.00)
FUNC: VEHICLE OPERATION AND MAINTENANCE - 2650		\$35,629.00	\$100,629.00	(\$65,000.00)
100.2660.330.00.00.00000	Other Professional Services	\$79,040.00	\$79,040.00	\$0.00
100.2660.340.00.00.00000	Technical Services	\$19,400.00	\$19,400.00	\$0.00
100.2660.430.00.00.00000	Repair and Maintenance	\$25,730.00	\$25,730.00	\$0.00
100.2660.490.00.00.00000	Other Purchased Property Ser	\$6,500.00	\$6,500.00	\$0.00
FUNC: SECURITY SERVICES - 2660		\$130,670.00	\$130,670.00	\$0.00
100.2721.519.00.00.00000	Student Transportation	\$2,591,179.36	\$2,395,093.70	\$196,085.66
FUNC: REGULAR PROGRAM TRANSP - 2721		\$2,591,179.36	\$2,395,093.70	\$196,085.66
100.2722.519.00.00.00000	Student Transportation	\$1,557,324.84	\$1,065,035.49	\$492,289.35
FUNC: SPECIAL EDUCATION TRANSP - 2722		\$1,557,324.84	\$1,065,035.49	\$492,289.35

## Timberlane Regional School District

### Budget - TRSD

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100.2723.519.00.00.00000	Student Transportation	\$79,832.40	\$74,756.40	\$5,076.00
FUNC: VOCATIONAL TRANSPORTATION - 2723		\$79,832.40	\$74,756.40	\$5,076.00
100.2724.519.00.00.00000	Student Transportation	\$148,531.60	\$103,030.00	\$45,501.60
FUNC: ATHLETIC TRANSPORTATION - 2724		\$148,531.60	\$103,030.00	\$45,501.60
100.2725.519.00.00.00000	Student Transportation	\$59,528.00	\$42,676.00	\$16,852.00
FUNC: FIELD TRIP TRANSPORTATION - 2725		\$59,528.00	\$42,676.00	\$16,852.00
100.2729.519.00.00.00000	Student Transportation	\$18,200.00	\$13,000.00	\$5,200.00
FUNC: MUSIC TRANSPORTATION - 2729		\$18,200.00	\$13,000.00	\$5,200.00
100.2831.111.00.00.00000	Administrative Salaries	\$198,000.00	\$198,000.00	\$0.00
100.2831.115.00.00.00000	Office Salaries	\$50,000.00	\$50,000.00	\$0.00
100.2831.330.00.00.00000	Other Professional Services	\$5,000.00	\$5,000.00	\$0.00
100.2831.643.00.00.00000	Information Access Fees	\$6,500.00	\$6,500.00	\$0.00
FUNC: Supervision of Staff Services - 2831		\$259,500.00	\$259,500.00	\$0.00
100.2840.111.00.00.00000	Administrative Salaries	\$113,940.00	\$113,940.00	\$0.00
100.2840.114.00.00.00000	Educational Assistants Salarie	\$57,200.00	\$57,200.00	\$0.00
100.2840.430.00.00.00000	Repair and Maintenance	\$49,000.00	\$49,000.00	\$0.00
100.2840.610.00.00.00000	Supplies	\$15,000.00	\$15,000.00	\$0.00
100.2840.643.00.00.00000	Information Access Fees	\$146,682.00	\$209,682.00	(\$63,000.00)
100.2840.650.00.00.00000	Software	\$68,840.00	\$68,840.00	\$0.00

## Timberlane Regional School District

### Budget - TRSD

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Account	Description	FY2024 Default	FY2023 Voted	23 Default - 22 Voted
100.2840.738.00.00.00000	Replacement Computer/Netw	\$23,000.00	\$25,000.00	(\$2,000.00)
FUNC: COMPUTER SERVICES - 2840		\$473,662.00	\$538,662.00	(\$65,000.00)
100.2900.210.00.00.00000	Group Insurance	\$13,590,679.98	\$11,322,466.23	\$2,268,213.75
100.2900.220.00.00.00000	FICA	\$2,713,651.57	\$2,558,916.03	\$154,735.54
100.2900.231.00.00.00000	Non-teacher Retirement	\$1,184,159.82	\$1,125,767.46	\$58,392.36
100.2900.232.00.00.00000	Teacher Retirement	\$5,599,457.12	\$5,533,875.75	\$65,581.37
100.2900.250.00.00.00000	Unemployment Compensator	\$35,000.00	\$30,000.00	\$5,000.00
100.2900.260.00.00.00000	Worker's Compensation	\$315,446.00	\$291,433.00	\$24,013.00
100.2900.290.00.00.00000	Other Employee Benefits	\$49,858.00	\$49,858.00	\$0.00
FUNC: SUPPORT SERVICES-OTHER - 2900		\$23,488,252.49	\$20,912,316.47	\$2,575,936.02
100.3120.119.00.00.00000	Food Service Salaries	\$54,388.00	\$27,924.00	\$26,464.00
FUNC: FOOD SERVICE OPERATIONS - 3120		\$54,388.00	\$27,924.00	\$26,464.00
100.4200.430.00.00.00000	Repair and Maintenance	\$150,000.00	\$150,000.00	\$0.00
FUNC: SITE IMPROVEMENT - 4200		\$150,000.00	\$150,000.00	\$0.00
100.4600.450.00.00.00000	Construction Services	\$892,200.00	\$892,200.00	\$0.00
FUNC: BUILDING IMPROVEMENT - 4600		\$892,200.00	\$892,200.00	\$0.00
100.5221.930.00.00.00000	Fund Transfers	\$1,582,314.04	\$1,404,186.04	\$178,128.00
FUNC: FOOD SERVICE FUND - 5221		\$1,582,314.04	\$1,404,186.04	\$178,128.00

## Timberlane Regional School District

### Budget - TRSD

Fiscal Year: 2022-2023

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To Date: 6/30/2024

Account	Description	FY2024 Default	FY2023 Voted	23 Default - 22 Voted
100.5222.930.00.00.00000	Fund Transfers	\$1,300,000.00	\$1,300,000.00	\$0.00
FUNC: FEDERAL PROJECTS - 5222		\$1,300,000.00	\$1,300,000.00	\$0.00
100.5223.930.00.00.00000	Fund Transfers	\$77,500.00	\$77,500.00	\$0.00
FUNC: PERFORMING ARTS CTR PROGRAMS - 5223		\$77,500.00	\$77,500.00	\$0.00
<b>Grand Total:</b>		<b>\$81,230,475.58</b>	<b>\$76,067,328.95</b>	<b>\$5,163,146.63</b>

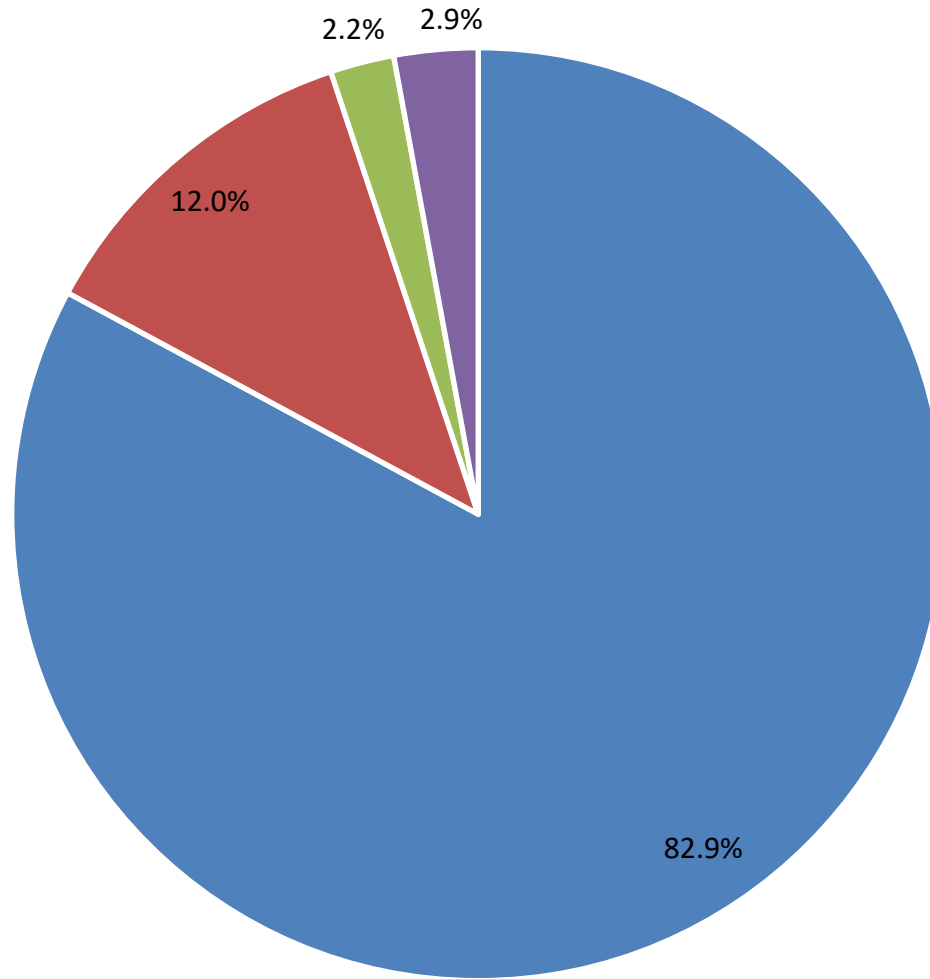
End of Report

**Timberlane Regional School District  
FY2024 Proposed Revenue Budget**

<b>Account</b>	<b>Description</b>	<b>FY2024 Proposed *</b>	<b>FY2023 Voted *</b>	<b>FY2022 Actual</b>	<b>FY2021 Actual</b>
<b>Local Revenue</b>					
0770	Unassigned Fund Bal.	\$1,000,000	\$1,000,000	\$3,625,116	\$3,417,890
1310	Reg Day Tuition	450,000	410,000	630,877	215,528
1510	Earned Income	45,000	10,000	11,490	143,494
1600	Food Service	800,000	800,000	245,905	108,235
1990	Other Local Revenue	100,000	158,435	1,498,214	236,263
1990	SAU Rental		-	-	42,250
5223	PAC Programs	25,000	25,000	40,367	19,470
<b>State Revenue</b>					
3111	Education Grant	9,509,058	11,828,268	10,642,987	11,122,246
3242	Voc Ed Transportation	20,000	20,000	20,434	24,741
3260	Child Nutrition	17,500	17,500	102,523	1,535
3230	Special Education Aid	450,000	483,671	438,551	435,506
3190	Other	10,000	397,549	15,962	47,644
<b>Federal Revenue</b>					
4300	Federal Projects	1,300,000	1,320,000	1,236,208	1,172,384
4560	Lunch Reimbursements	375,000	375,000	1,669,597	663,363
4580	Medicaid	150,000	150,000	281,787	139,214
4260	Other	20,000	20,000	32,007	32,051
	<b>Total Income</b>	<b>14,271,558</b>	<b>17,015,423</b>	<b>20,492,025</b>	<b>17,821,812</b>
	District Assessment	68,045,368	59,051,905	53,606,121	54,792,123
	<b>Total Revenue</b>	<b>82,316,925</b>	<b>76,067,329</b>	<b>74,098,145</b>	<b>72,613,935</b>

\*Excludes capital reserve contribution

### FY2024 Projected Revenue by Source



■ Local Taxes   ■ State Sources   ■ Federal Sources   ■ Other Sources

# 2023 Timberlane Regional School District Warrant State of New Hampshire

To the inhabitants of the School District of the Towns of Atkinson, Danville, Plaistow, and Sandown, New Hampshire, qualified to vote in District affairs:

## First Session of Annual Meeting (Deliberative)

You are hereby notified to meet at the Timberlane Performing Arts Center, 40 Greenough Road, Plaistow, New Hampshire, on Thursday, the 9<sup>th</sup> day of February 2023, at 7:00 p.m. This session shall consist of explanation, discussion, and debate of warrant articles number 2 through number X. Warrant articles may be amended subject to the following limitations: (a) warrant articles whose wording is prescribed by law shall not be amended, (b) warrant articles that are amended shall be placed on the official ballot for a final vote on the main motion, as amended, and (c) no warrant article shall be amended to eliminate the subject matter of the article.

## Second Session of Annual Meeting (Voting)

Voting on warrant articles number 1 through number X will be conducted by official ballot to be held in conjunction with town meeting voting to be held on Tuesday, the 14<sup>th</sup> day of March 2023, at the Town election polls in Atkinson, Danville, Plaistow, and Sandown, New Hampshire.

Atkinson	Voting will be conducted at the Atkinson Community Center from 7am-8pm
Danville	Voting will be conducted at the Danville Community Center from 8am-8pm
Plaistow	Voting will be conducted at the Plaistow Public Works Garage from 7am-8pm
Sandown	Voting will be conducted at the Sandown Town Hall from 8am-8pm

## Article 1 - Election of Officers

To choose the following school district officers:

Atkinson Voters	School Board Member	1-Year Term
Atkinson Voters	School Board Member	3-Year Term
Danville Voters	School Board Member	3-Year Term
Plaistow Voters	School Board Member	3-Year Term
Sandown Voters	School Board Member	1-Year Term
Atkinson Voters	Budget Committee Member	3-Year Term
Danville Voters	Budget Committee Member	3-Year Term
Plaistow Voters	Budget Committee Member	3-Year Term
Plaistow Voters	Budget Committee Member	1-Year Term
Sandown Voters	Budget Committee Member	1-Year Term

**Article 2 - Operating Budget**

Shall the voters of the Timberlane Regional School District raise and appropriate as an operating budget, not including appropriations by special warrant articles and other appropriations voted separately, the amounts set forth on the budget posted with the warrant or as amended by vote of the first session, for the purposes set forth therein, totaling \$X? Should this article be defeated, the operating budget shall be \$X which is the same as last year, with certain adjustments required by previous action of the Timberlane Regional School District or by law; or the governing body may hold one special meeting, in accordance with RSA 40:13, X and XVI, to take up the issue of a revised operating budget only. Note: Warrant Article 2 (the operating budget) does not include appropriations proposed under any other warrant articles. (MAJORITY VOTE REQUIRED)

*Recommended by the School Board*  
*Recommended by the Budget Committee*

**Article 3 - X Year Collective Bargaining Agreement (Timberlane Administrative Assistants/Secretaries and Skilled Maintenance Union)**

Shall the voters of the Timberlane Regional School District approve the cost items included in the collective bargaining agreement reached between the Timberlane Administrative Assistants and Maintenance Union and the Timberlane Regional School Board, which calls for the following increases in salaries and benefits at the current staffing levels over the amount paid in the prior fiscal year:

- Fiscal Year
- Estimated Increase
- X-Year Total

And further to raise and appropriate the sum of \$X for the 2023-24 fiscal year, such sum representing the additional costs attributable to the increase in salaries and benefits required by the new agreement over those that would be paid at the current staffing levels? (MAJORITY VOTE REQUIRED)

*Recommended by the School Board*  
*Recommended by the Budget Committee*

**Article 4 - Authorization for Special Meeting on Cost Items**

Shall the voters of the Timberlane Regional School District, if Article 3 is defeated, authorize the Timberlane Regional School Board to call one special meeting, at its option, to address Article 3 cost items only? (MAJORITY VOTE REQUIRED)

*Recommended by the School Board*

**Article 5 - 3 Year Collective Bargaining Agreement (Timberlane Administrators' Union)**

Shall the voters of the Timberlane Regional School District approve the cost items included in the collective bargaining agreement reached between the Timberlane Administrators' Union and the Timberlane Regional School Board, which calls for the following increases in salaries and benefits at the current staffing levels over the amount paid in the prior fiscal year:

Fiscal Year	2023-24	2024-25	2025-26
Estimated Increase	\$544,474	\$227,522	\$235,987
<b>3-Year Total</b>	<b>\$1,007,984</b>		

And further to raise and appropriate the sum of **\$544,474** for the 2023-24 fiscal year, such sum representing the additional costs attributable to the increase in salaries and benefits required by the new agreement over those that would be paid at the current staffing levels? (MAJORITY VOTE REQUIRED)

*Recommended by the School Board*  
*Recommended by the Budget Committee*

**Article 6 - Authorization for Special Meeting on Cost Items**

Shall the voters of the Timberlane Regional School District, if Article 5 is defeated, authorize the Timberlane Regional School Board to call one special meeting, at its option, to address Article 5 cost items only? (MAJORITY VOTE REQUIRED)

*Recommended by the School Board*

**Article 7 - X Year Collective Bargaining Agreement (Timberlane Teachers' Association)**

Shall the voters of the Timberlane Regional School District approve the cost items included in the collective bargaining agreement reached between the Timberlane Teachers' Association and the Timberlane Regional School Board, which calls for the following increases in salaries and benefits at the current staffing levels over the amount paid in the prior fiscal year:

Fiscal Year
Estimated Increase
<b>X</b> -Year Total

And further to raise and appropriate the sum of **\$X** for the 2023-24 fiscal year, such sum representing the additional costs attributable to the increase in salaries and benefits required by the new agreement over those that would be paid at the current staffing levels? (MAJORITY VOTE REQUIRED)

*Recommended by the School Board*  
*Recommended by the Budget Committee*

**Article 8 - Authorization for Special Meeting on Cost Items**

Shall the voters of the Timberlane Regional School District, if Article 7 is defeated, authorize the Timberlane Regional School Board to call one special meeting, at its option, to address Article 7 cost items only? (MAJORITY VOTE REQUIRED)

*Recommended by the School Board*

**Article 9 - X Year Collective Bargaining Agreement (Timberlane Support Staff Union)**

Shall the voters of the Timberlane Regional School District approve the cost items included in the collective bargaining agreement reached between the Timberlane Support Staff Union and the Timberlane Regional School Board, which calls for the following increases in salaries and benefits at the current staffing levels over the amount paid in the prior fiscal year:

- Fiscal Year
- Estimated Increase
- X-Year Total

And further to raise and appropriate the sum of \$X for the 2023-24 fiscal year, such sum representing the additional costs attributable to the increase in salaries and benefits required by the new agreement over those that would be paid at the current staffing levels? (MAJORITY VOTE REQUIRED)

***Recommended by the School Board***  
***Recommended by the Budget Committee***

**Article 10 - Authorization for Special Meeting on Cost Items**

Shall the voters of the Timberlane Regional School District, if Article 9 is defeated, authorize the Timberlane Regional School Board to call one special meeting, at its option, to address Article 9 cost items only? (MAJORITY VOTE REQUIRED)

***Recommended by the School Board***

**Article 11 - Capital Reserve Fund by Surplus**

Shall the voters of the Timberlane Regional School District raise and appropriate up to \$250,000 to be placed in the School Building Construction, Reconstruction, Capital Improvement and Land Purchase Capital Reserve Fund established in 1996, with such amount to be transferred from those funds in the June 30, 2023 unassigned fund balance available for transfer on July 1 of this year which were apportioned as Capital Expenses in 2022-2023 in accordance with Article 6 of the Timberlane Regional School District Articles of Agreement? No amount to be raised by additional taxation. (MAJORITY VOTE REQUIRED)

***Recommended by the School Board***  
***Recommended by the Budget Committee***

**Article 12 - General Acceptance of Reports**

Shall the voters of the Timberlane Regional School District accept reports of agents, auditors, and committees as written in the 2022 Annual Report? (MAJORITY VOTE REQUIRED)

***Recommended by the School Board***

## Articles for Consideration

### **Article 13 - Emergency Contingency Fund**

Shall the School District establish a contingency fund for the upcoming fiscal year for unanticipated expenses that may arise as the district continues to respond to the national economic crisis and further raise and appropriate \$500,000 to go into the fund? Any appropriation left in the fund at the end of the year will lapse to the general fund and used to offset the local education property tax rate. (MAJORITY VOTE REQUIRED)

*Recommended by the School Board*

*Recommended by the Budget Committee*

### **Article 14 - Fund Balance Retention**

Shall the Timberlane Regional School District vote to authorize, indefinitely until rescinded, to retain year-end unassigned general funds in an amount not to exceed, in any fiscal year, 5% of the current fiscal year's net assessment, in accordance with RSA 198:4-b, II. (MAJORITY VOTE REQUIRED)

*Recommended by the School Board*

*Recommended by the Budget Committee*

### **Article 15 - Use of Capital Reserve Fund**

Shall the voters of the Timberlane Regional School District appropriate the sum of \$855,000 to repair the High School roof and to authorize the District to withdraw the sum of \$855,000 from the existing School Building Construction, Reconstruction, Capital Improvements and Land Purchase Capital Reserve Fund? No amount to be raised by additional taxation. (MAJORITY VOTE REQUIRED)

*Recommended by the School Board*

*Recommended by the Budget Committee*

### **Article 16 - Lease Purchase Agreement**

Shall the School District vote to authorize the School Board to enter into a X-year lease purchase agreement for the installation of up to \$X of energy saving equipment and associated building and facility improvements at X, and further to raise and appropriate \$X for annual lease payments to be partially offset by energy savings and a resulting reduction in costs? This lease agreement will contain a non-appropriation clause. Lease payments in future years will be \$X.

*Recommended by the School Board*

*Recommended by the Budget Committee*